

**IMPROVING STUDENTS' INVOLVEMENT IN  
ENGLISH TEACHING-LEARNING PROCESS  
THROUGH GAMES FOR STUDENTS OF FIFTH  
GRADE OF SD MUHAMMADIYAH SIRAMAN IN  
THE ACADEMIC YEAR OF 2009/ 2010**

**A Thesis**

Submitted as Partial Fulfillment of the Requirement for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



**by:**

**Ani'mah Fajriana**

**05202244190**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2011**

**APPROVAL SHEET**

**IMPROVING STUDENTS' INVOLVEMENT IN ENGLISH TEACHING-  
LEARNING PROCESS THROUGH GAMES FOR STUDENTS OF FIFTH  
GRADE OF SD MUHAMMADIYAH SIRAMAN IN THE ACADEMIC  
YEAR OF 2009/ 2010**

**A THESIS**

**BY**

**Ani'mah Fajriana**

**05202244190**

**Approved by Consultant on April 2011**

**Consultant I**



**Jamilah, M. Pd.**

**NIP. 19630103 198803 2 002**

**Consultant II**



**Ari Purnawan, M. Pd., M. A.**

**NIP. 19710123 200112 1 002.**

## RATIFICATION

# IMPROVING STUDENTS' INVOLVEMENT IN ENGLISH TEACHING-LEARNING PROCESS THROUGH GAMES FOR STUDENTS OF FIFTH GRADE OF SD MUHAMMADIYAH SIRAMAN IN THE ACADEMIC YEAR OF 2009/2010

## A THESIS

By


Ani'mah Fajriana  
05202244190

Accepted by the Board of Examiners of the Faculty of Languages and Arts of the  
State University of Yogyakarta on June 2011 and Declared to Have Fulfilled the  
Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English  
Education Department

### Board of Examiners

Chair Person : Drs. Samsul Maarif, M. A.  
Secretary : Ari Purnawan, M.Pd., M. A.  
First Examiner : Nury Supriyanti, M.A.  
Second Examiner : Jamilah, M.Pd.

Yogyakarta, July 2011  
Faculty of Languages and Arts  
State University of Yogyakarta  
Dean,

  
Prof. Dr. Zamzani  
NIP. 19550505 198011 1 001

## **PERNYATAAN**

Yang bertandatangan di bawah ini saya:

|               |                             |
|---------------|-----------------------------|
| Nama          | : Ani'mah Fajriana          |
| NIM           | : 05202244190               |
| Program Studi | : Pendidikan Bahasa Inggris |
| Jurusan       | : Pendidikan Bahasa Inggris |
| Fakultas      | : Bahasa dan Seni           |

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini, kecuali pada bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti pernyataan ini tidak benar, maka hal itu sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 2 Mei 2011  
Yang membuat pernyataan,

Ani'mah Fajriana  
NIM. 05202244190

## *MOTTOS*

*Believe in Your Self*  
*-Anonymous-*

## DEDICATION

*This thesis is dedicated to:*

*My beloved mother*

*My beloved father*

*My beloved brothers*

*My beloved sisters*

*My soul mate*

*And my beloved friends*

*Thanks for the pure love, patience, support, prayer,  
and help given to me.*

*Thanks for the opportunities, togetherness, and  
experiences that encourages me to keep fighting.*

*Please forgive me that I can give nothing for all  
your kindness.*

*Please forgive me that I cannot do the best for this  
fighting.*

## **ACKNOWLEDGEMENT**

Praise be to Allah SWT who has given me unremarkable blessing and strength so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in the process of writing this thesis.

My first appreciation and thanks are due to my beloved mother and father, my sisters, my brothers (M. Zuhdan Kustanto, Sri Hastuti Rahayu, Arsianti Latifah, M. Hilmi Fauzan, Arno July Istyanto) who have given me motivation and mental support to finish my thesis. I dedicate my thesis to them.

I would also like to thank my first and second consultants, Jamilah M.Pd. and Ari Purnawan, M. Pd., M. A., who have given me their advice and guidance in the accomplishment of this thesis. Thanks are also due to the lectures of English Education Department who have given me knowledge.

Last but not least, I would like to thank my best friends (Nurina Pitasari, Putri Fajarindah Purnami, Heni Susanti) who have given me spirit in the accomplishment of this thesis.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect, therefore I greatly appreciate any criticism, ideas, and suggestion for the improvement of this thesis.

Yogyakarta, May 2011

The researcher

Ani'mah Fajriana

## TABLE OF CONTENTS

|                          |      |
|--------------------------|------|
| TITLE .....              | i    |
| APPROVAL .....           | ii   |
| RATIFICATION .....       | iii  |
| PERNYATAAN .....         | iv   |
| MOTTOS.....              | v    |
| DEDICATIONS.....         | vi   |
| ACKNOWLEDGEMENTS .....   | vii  |
| TABLE OF CONTENTS .....  | viii |
| LIST OF APPENDICES ..... | x    |
| ABSTRACT .....           | Xi   |

### CHAPTER I : INTRODUCTION

|   |   |
|---|---|
| A. Background of the Study .....        | 1 |
| B. Identification of the Problems ..... | 3 |
| C. Limitation of the Problems .....     | 6 |
| D. Problem Formulation .....            | 6 |
| E. Objectives of the Study .....        | 6 |
| F. Significance of the Study .....      | 7 |

### CHAPTER II : LITERATURE REVIEW AND ANALYTICAL CONSTRUCT

|  |    |
|--|----|
| A. Literature Review .....   | 8  |
| 1. Teaching and Learning English to Elementary School Students.....                              | 8  |
| a. Elementary School Students Characteristics in the English Teaching and Learning Process ..... | 8  |
| b. Teaching English to Elementary School Students.....   | 10 |
| 2. Students Involvement .....  | 12 |
| 3. Teaching Elementary School Students through Games .....                                       | 13 |
| a. The Nature of Games.....  | 13 |
| b. Games for Teaching English.....   | 14 |
| c. Types of Games.....   | 15 |
| d. The Advantages of Using Games in the English Teaching and Learning Process.....               | 20 |
| B. Conceptual Framework.....   | 22 |

### CHAPTER III : RESEARCH METHOD

|  |    |
|--|----|
| A. Setting of the Research .....       | 24 |
| B. Subject of the Research.....        | 24 |
| C. Place and Time of the Research..... | 24 |
| D. Data Collection .....               | 25 |
| E. Instruments of the Research.....    | 25 |
| F. Procedures of the Research.....     | 26 |
| 1. Reconnaissance .....                | 26 |



|   |    |
|---|----|
| a. Identifying the Field Problems.....              | 26 |
| b. Weighting the Field Problems.....                | 26 |
| c. Selecting the Field Problems.....                | 27 |
| d. Assessing the Field's Problems Feasibility ..... | 27 |
| 2. Action .....                                     | 27 |
| a. Planning .....                                   | 27 |
| b. Implementation .....                             | 28 |
| c. Result .....                                     | 28 |
| d. Evaluation .....                                 | 28 |
| e. Reflection .....                                 | 28 |

#### **CHAPTER IV:THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION**

|  |    |
|--|----|
| A. Research Procedure .....  | 29 |
| 1. Reconnaissance .....  | 30 |
| a. Identification the Field Problems .....   | 30 |
| b. Determining the Feasible Field Problems .....                                     | 33 |
| c. Pre- requisite Analysis .....   | 33 |
| d. Determining the Actions to Solve the Feasible Problems .....                      | 34 |
| B. Actions .....   | 34 |
| a. The Reports of Cycle 1 .....  | 35 |
| 1) Planning 1 .....  | 35 |
| 2) Implementation 1 .....  | 35 |
| a) Applying Games to Involve the Students in English Teaching-Learning Process ..... | 35 |
| i) Applying Whisper Race Game.....   | 36 |
| ii) Applying Crosswords Puzzle Game.....   | 36 |
| iii) Applying Snakes and Ladders Game.....   | 37 |
| 3) Reflection of Cycle 1.....  | 38 |
| 4) Summary of Cycle 1.....   | 40 |
| b. The Reports of Cycle 2.....   | 45 |
| 1) Planning 2.....   | 45 |
| a) Applying Games to Involve the Students in English Teaching-Learning Process.....  | 49 |
| i) Applying Whisper Race Game.....   | 49 |
| ii) Applying Crosswords Puzzle Game.....   | 49 |
| iii) Applying Ransom Note Game.....  | 52 |
| 2) Actions and Observations in Cycle 2.....  | 53 |
| 3) Reflection of Cycle 2.....  | 53 |
| 4) Summary of Cycle 2.....   | 58 |

#### **CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION**

|                     |    |
|---------------------|----|
| A. Conclusion ..... | 60 |
| B. Implication..... | 61 |

|                         |           |
|-------------------------|-----------|
| C. Suggestion .....     | 62        |
| <b>REFERENCES .....</b> | <b>63</b> |
| <b>APPENDICES</b>       |           |

## **LIST OF APPENDICES**

Appendix A. Course Grid

Appendix B. Field Notes

Appendix C. Interview Transcripts

Appendix D. Media and Worksheets

Appendix E. Letters

Appendix F. Student's Works

Appendix G. Photographs

Appendix H. RPP

**Improving Students' Involvement in English Teaching-Learning Process  
Through Games for Students of Fifth Grade of SD Muhammadiyah Siraman  
in the Academic Year of 2009/ 2010**

**By:**

**Ani'mah Fajriana**

**05202244190**

**ABSTRACTS**

The aim of this research is to improve students' involvement in English teaching-learning process through games for students of fifth grade of SD Muhammadiyah Siraman. In conducting the study, the researcher involved the classroom teacher of fifth grade and the students of fifth grade.

The subjects of the study were 25 students of fifth grade of SD Muhammadiyah Siraman in the academic year of 2009/2010. The researcher got the data by observing the teaching learning process during the implementation of the action, taking pictures of the teaching and learning process in the class, interviewing the students of fifth grade, and holding discussions with the classroom teacher. In collecting the data, interviews, observations and documentations were used as the techniques.

In this study, the researcher conducted two cycles of actions. The result of both cycles showed that the implementation of games (such as crosswords puzzle, whisper race, snakes and ladders, and ransom note) were successful to improve students' involvement in English teaching-learning process. The students could engage to and enjoy the teaching-learning process. Besides, it did not only make the students involved to the teaching-learning process, but also improved their English skills (such as speaking, listening, reading, and writing)

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

It is broadly known that English is an International language. It is learned by most people in the world. In Indonesia, English is the first foreign language that is very important to introduce Indonesian culture to other countries. Moreover, with the foreign language Indonesia can improve education and technology. Therefore, the Indonesian government puts English in the curriculum as one of the subject that should be taught in educational fields, including at school.

Based on the 2006 curriculum of Elementary School, English is introduced to Elementary Schools in Indonesia. English has become one of the local content subjects at the Elementary School. It shows that English becomes an important factor in the educational development of elementary students. It is used to prepare the students to continue their study in the Junior High School.

Like many other elementary schools in Gunungkidul, SD Muhammadiyah Siraman offers English from the first year up to sixth year students. The teaching learning process in SD Muhammadiyah Siraman still has some problems. Based on the observation and interview which had been done by the researcher, it was found out that there are many problems which have resulted in low learning motivation.

The first problem is related to students. In SD Muhammadiyah Siraman, the fifth grade students have low motivation in learning English. They think English is difficult to learn due to many difficult vocabularies they have.

The second problem is related to the teacher. The English teacher of the fifth grade has limited knowledge and experiences of effective English teaching. So far, she has not designed the learning activities, teaching aids, appropriate techniques, and classroom management.

The third problem is concerned with the teaching learning process. Generally, the teaching learning process did not encourage students to be involved enthusiastically in the activities. Students, therefore, were not interested in the lesson. Teaching learning process did not develop students' communicative competence. New words were not taught in the context. Students only learned meaning of the new words through translation by the teacher. Students did not have the opportunity to use the new words that have been learnt in communication. Students, therefore, cannot speak in English.

Having analyzed the problems above, the teacher, as the researcher concluded that those problems were interconnected, she then decided to do action research which involved the school principal, and the fifth classroom teacher.

To achieve the success of English teaching-learning process, there must be a good cooperation between the teacher and the

students. Students' involvement during the teaching-learning process gives a beneficial contribution to the success of teaching. Therefore, the teachers will be able to create the suitable activities for the students.

## **B. Identification of the Problem**

To identify the problems in the field, the teacher, as the researcher observed the teaching-learning process in the fifth grade on August 10, 2009. Based on the observation and interview which had been done by the researcher, it was found out that the teaching learning process in SD Muhammadiyah Siraman still has many problems. The problems identified were closely related to the teacher, the students, media, facilities, and classroom management.

The first problem was related to the English teacher. It is concerned with what and how she prepared, presented and evaluated her teaching performance. In preparing the lesson, she did not plan to use teaching media, manage the classroom well, and evaluate the teaching learning process appropriately. She only taught the material from the textbook. Consequently, the students were not interested with the activities since there were no media, the classroom was not organized well, and the teaching-learning process was not evaluated carefully.

Moreover, the teaching technique that is usually implemented by the teacher is Text-Based Lesson in which all of the activities in the classroom are controlled by textbook. This technique is not appropriate to

teach Elementary School students. In addition, based on the interview with some students of fifth grade, they said that it is difficult to learn English because their vocabularies are low and they are feeling bored in the English teaching-learning process because the activities are always lecturing. Therefore, the technique to teach Elementary School students should be fun to interact and to encourage the students in the English teaching-learning process.

The second problem was related to the students. From the observation, it was found that most of the students in class V had very low of English proficiency, motivation, and awareness to learn. They enjoyed chatting and making noises rather than listening to their teacher. Most of the boys also showed their elementary school students' characteristics such as walking around the class during the English teaching-learning process, throwing paper balls and protesting the teacher when she spoke or explained in English. On the other hand, most of girls were passive. They paid attention to the teacher explanation and did the tasks given. But it was hard to make them get up from their seats to write answers on the blackboard one even just answer some questions individually from their seats.

The third problem was related to instructional media. In the English teaching and learning process, the teacher rarely uses the instructional media such as pictures, hand puppet, wall picture, flannel board, or interesting worksheets that can motivate students to learn. The



teaching technique that she used is giving explanation and writing down some points on the blackboard, it is then followed by giving assignments in written form to review the lesson. Although realizing the importance of instructional media in the English teaching-learning process, she said that she has no time to prepare them. In addition, there is no financial support from the school for making the media.

The fourth problem was related to the facilities. Since the classroom is full of desks and tables, there is not enough space to hold free activities such as games there. Moreover, other facilities that support the English teaching-learning process such as books and dictionaries are not available. It is hard to ask the students to buy the course book since they come from middle to low economic families.

The last problem was related to classroom management. There were 25 students in class V. Most of the students, especially the boys, were very active in having their own conversation and making noises, but very passive in the teaching-learning process. They were often very hard to be managed. As the result, the teacher often intentionally gave attention to the active, clever, and nice students, and ignored the others. Even sometimes, when the students were so out of control, she left the class and came back only after one or students asked for apology and begged her to teach again.

### **C. Limitation of the Problem**

It is clear that appropriate techniques are important in teaching and learning of English for children. There are various kinds of techniques used in teaching and learning English for children. One of the most popular techniques applied in classroom activities is games. Games can invite students' interest and desires, increase their motivation to do learning activities and games will give opportunity for children to explore knowledge and experience with fun.

Based on the identification of the problem, the researcher as the teacher focuses on improving student's involvement in English teaching-learning process through games.

### **D. Formulation of the Problem**

Based on the background, identification, and limitation of the problem, the research problem can be formulated as follows: How can games be applied to improve student's involvement in English teaching-learning process of the fifth grade in SD Muhammadiyah Siraman, Wonosari, Gunungkidul?

### **E. Objective of the Problem**

In accordance with the formulation of the problem, the objective of this study is to improve student's involvement in English teaching-

learning process by using games in the fifth grade of SD Muhammadiyah Siraman, Wonosari, Gunungkidul.

#### **F. Significance of the Problem**

1. For the students at grade five of SD Muhammadiyah Siraman , it is one effort to arouse their motivation to be involved in the English teaching-learning process.
2. For the English teacher at SD Muhammadiyah Siraman, it will be a chance to improve the quality of students' involvement in the English teaching-learning process.
3. For the teachers in other schools, the result of the research will be a model to improve the students' involvement in the English teaching-learning process.
4. For other researchers, the result of the study can be used as information for further research.

## **CHAPTER II**

### **LITERATURE REVIEW & CONCEPTUAL FRAMEWORK**

#### **A. Literature review**

##### **1. Teaching and Learning English to Elementary School Students**

##### **a. Elementary School Students Characteristics in the English Teaching and Learning Process**

Elementary school students in Indonesia are children of six to twelve years old. Teaching and learning English for children of that age are different with teaching and learning English for adults. It is because both of them have different characteristics in English teaching and learning process. While adult has been aware the purpose of learning, children are still have not been aware yet the purpose of learning because in their minds playing is number one. However, in the fact, children may be good learners than adults. They can memorize and comprehend something well than adults. They do not have other things to be thought, except studying and playing. Though, children are persons who easy feel bored. According to Brown (2001: 87), children are effortless second language learners and far superior to adults in their eventual success. It means that elementary school students' enthusiasm to English teaching and learning process may decrease quickly than adult enthusiasm to that, but elementary school students may mastering the material well than adult learners. Besides, according to Scott (1990: 1), children are creatures who always want to involve something that fun but easy to feel bored of something.

Knowing and understanding elementary school students' characteristics are important to the success of English teaching and learning process in the classroom. It is because by knowing and understanding their characteristic, the English teacher can decide appropriate technique to teach and to involve them. According to Scott (1990: 1), it is possible to point out certain characteristics of young children, which the English teachers should be aware of and take it into their teaching to involve them in the teaching and learning process.

Scott (1990: 3-4) proposes some general characteristics of children, they are:

1. Students' basic concepts are formed. They have very decided views of the world
2. Students can tell the difference between fact and fiction
3. Students ask question all the time
4. They rely on the spoken word as well as the physical world to convey and understand meaning
5. They are able to make some decisions about their own learning
6. They have definite views about what they like and do not like to do
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision
8. They are able to work with others and learn from others

It can be concluded that elementary school students are creative, cooperative and critical learners who prefer to learn something that attract their interest.

In addition, according to Brown (2001: 89), children are in many ways much more fragile than adult. Their egos are still being shaped, and therefore the slightest nuances of communication can be negatively interpreted. It means that elementary school students are very sensitive learners. The English teacher should make the class' atmosphere be fun for the children.

**b. Teaching English to Elementary School Students**

In teaching elementary school students, the English teacher should be able to make the atmosphere of English classroom become fun to involve the students in the teaching and learning process. Look at children characteristic in the teaching and learning that have mentioned above, the English teacher needs to do some efforts to the success of English teaching and learning process. Brown (2001: 89) proposes some efforts to teach elementary school students, they are:

1. Help the students to laugh with each other, even at various mistakes that they all make
2. Be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students
3. Elicit as much oral participation as possible from students to give them plenty of opportunities for trying things out.

In addition, Scott (1990: 5-7), proposes some principles of teaching language to children, they are:

1. Provide activity for the children that should include body movement and involve the senses, not only spoken words.

Children will more attract to the activity that let them to be active do something than only listen, read, and write. Activity that include body movement and involve sense will make them feel happy and enjoy the teaching and learning process.

2. Let the children to play the language

Let the children to use the language. It will improve students' speaking skills and their confident to use the language. For e.g.: make up rhymes, sing songs, and tell stories.

3. Make variety in the classroom

Children are easy to feel bored of something that monotonous. The English teacher should provide variety activities in each meeting so that the children will be curious with the next meeting and enthusiastic with the English teaching and learning process. For example, variety of activity, variety of pace, variety of organization, and variety of voice.

4. Use familiar situation and activities to make children easy to understand

To make children easy to understand and mastering the material, the English teacher needs to provide topic that related to their familiar situation. It will make the students enjoy involving English teaching and learning process if they are familiar with.

5. Build cooperation not competition

Build classroom atmosphere that can produce togetherness to make them enjoy with their classmate. For example, avoid rewards and prizes to make children enjoy the feeling of belonging in the classroom. Sometimes, competition

in the classroom makes classroom atmosphere did not support English teaching and learning process since elementary school students are not fair competitors yet.

#### 6. Grammar explanation should be given as simple as possible

Grammar is taught as simple as possible so that the children easy to understand the explanation.

It can be concluded that in teaching elementary school students, the English teacher should be able to provide attractive and fun classroom activity to make the students feel enjoy in learning.

## 2. **Students involvement**

Students' involvement or learners' involvement is the direct participation of learners in the chapping of their study program at any level from the provision of materials for a specific learning task to negotiation of assessment procedures or study mode (Tudor, 1996: 28).

To make the students more understand about the lesson, they need to be actively involved in the activities. It is because the students' involvement has a big contribution to the effectiveness of teaching and learning process.

In the classroom activities, the students should be encouraged to be active participants because by doing this they can learn best. This statement is in accordance with what Piaget says. He says that "elementary students are concrete thinkers and learn best through active involvement (Piaget, 1969, and Hoskinsson and Tompkins, 1987: 2)".



The theory of students' involvement above can be connected with the theory of Piaget's about the cognitive development. According to Piaget in Hudelson, children in elementary school are usually in the stage of concrete operational of their cognitive development. Still according to him, the children of this age usually learning by doing, it means that they learn through hands on experiences and through manipulation of objects in their environment. So, the students must be actively involved in the learning process. In the relation to this it can be concluded that the involvement of the students in the learning process has a big contribution to the effectiveness of the teaching and learning process.

### **3. Teaching Elementary School Students through Games**

#### **a. The nature of Games**

“ A game is an activity with rules, a goal, and an element of fun “ (Hadfield, 1996: 4). Lewis and Bedson (1999) also state that playing game is the vital and natural part of growing up and learning. Games are activities that can attract children to involve something. It can be used to increase children's motivation to do something. Maley (1999: 5), argues that game is an activity that can increase motivation of something by providing a plausible incentive.

In line with the statement above, Brewster and Ellis (2002) propose that students like to play a game, because it is motivating and fun, especially in learning a language. Games also provide an important link between home and school which helps to make them feel more secure and confident. Feeling secure

and confident will help them to acquire of learning the language. Through games, students experiment, discover, and interact with their environment.

Games are fun and children like to play them. Games are fun activities that include body movement and some equipment to be played with others. According to Oxford dictionary (486:1995), game is a piece of fun. While according to Cambridge dictionary (491:2007), game is an entertaining activity or sport, especially is played by children, or the equipment needed for such an activity.

It can be concluded that games are interesting activities for children. Games can improve the students' involvement in their classroom. They can interact with other friends through games activities.

#### **b. Games for Teaching English**

Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide stimulus for children to learn English. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children. Maley (6:1999), argues that games are where the most effective learning takes place.

Many elementary children often feel bored and lost attention to the teaching and learning process. As the result, they did not involve to the teaching and learning process. By conducting games in the English teaching and learning process, it may be involve students in the English teaching and learning process. Maley (6:1999) also argues that games are one of the best ways to make children feel deeply involved in the lesson.

Paul (2003) adds that when playing, singing and learning are integrated into a total experience, the combination is very powerful. Through interesting games, the students will acquire the language directly, and it will keep them alert and enjoy them.

### **c. Types of Games**

Many games can be used in the English teaching and learning classroom. Maley (1999), proposes types of games, as seen below:

#### **1. Movement games**

Movement games are generally “rousers” and need to be closely monitored. In these games, the children are physically active.

#### **2. Card games**

Children collect, give away, exchange, sort, and count cards. The cards can have a meaning or values in a game, or simply serve as symbols for objects or actions. Cards are often components of other game types.

#### **3. Board games**

These are games which mainly involve moving markers along a path. Board games can be made by the children as fun craft creativity.

#### **4. Dice games**

Dice games are incredibly versatile. They can include numbers, colors, letters of the alphabet, or anything.

5. Drawing games

These games are particularly helpful to shy students who are reluctant to talk. In these games, the children must be able to draw something based on the instruction given.

6. Guessing games

In guessing games, the aim is to guess the answer to a question of some kinds.

7. Role-play games

These are stimulate a child's imagination and are tests of true communication.

8. Singing and chanting games

These games often involve movement, but we decided to list them separately since music plays such an important role in early childhood learning.

9. Team games

Team games can belong to the other categories, but also require co-operative team works.

10. Word games

These games utilize children's enjoyment of playing with words. They are mostly for older children as they involve spelling and writing.

In addition, Hadfield (1996: 4-5), also proposes types of games, there are:

1) Information gap

In this type, students work in a pair or a small group. Student A has access to some information which is not held by student B. student B must acquire this information to complete the task successfully.

2) Guessing games

The aim is to guess the answer to a question of some kind. The player with the information describes something while the other guess what it might be.

3) Search games

These games are usually played in whole class activity. In these games everyone in the class has a piece of information. Players must obtain all or some information available to fill in a questionnaire or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

4) Matching games

These games involve matching identical pairs or cards or pictures where everyone must circulate until they find a partner with the same card or picture.

5) Matching-up games

These games are based on the jigsaw principle. Each player in a group has a list of opinions, preferences, or possibilities. Only one of these is shared by everyone in the group. through discussion the group must decide on a common preference, in order to agree on something.

6) Exchanging and collecting games

These games are based on the 'barter' principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging cards or articles at random, or as an inter-group activity, where players agree to collect a certain set of articles as a group and then exchange articles between groups, or as a card game that is popular as 'quarter' game.

7) Combining game

In these games, the players must act on certain information in order to arrange themselves in groups. These games are similar with role-plays, but with the purpose of the games is to find the group. These games are usually used for grouping.

8) Puzzle-solving activities

The games occur when participants in the game share or pool information in order to solve a problem or mystery.

9) Role-plays

In these games are given the name and some characteristics of a fictive character. However, these are not role-plays in the true sense, as the role-play element is always subordinate to the game for the purpose of language use. The outcome of the games is 'closed', once cards are distributed it develops in a certain predetermined way, while role-play proper is open ended and may develop in any number of ways.

## 10) Simulations

In these games, the classroom is limited for a certain total situation, such as a hotel, a street, a supermarket, etc. The outcome of the games is 'closed' as well as role-plays, students have a specific task or series of tasks to complete within the context of the simulation.

Those techniques in the communicative games are appropriate to be applied in the English teaching learning process. The techniques can also be varied by the teachers according to the situations and the students.

Brewster and Ellis (2002) say games can be divided into four main types: accuracy-focused games (language control) and fluency-focused games (communication), competitive games, and cooperative games.

- 1) Accuracy-focused games focus on individually practising new language items and developing accuracy, often using chunks of language which are memorized through constant repetition that will provide useful pronunciation, vocabulary, and grammar practice.
- 2) Fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of the 'communicative' approach.
- 3) Competitive games are organized in teams, groups, pairs, or individually. There is only a winner who has done something first or gained the most points.

- 4) Cooperative games are done by trying to create a context where the students focus on getting a task done together.

In line with Brewster and Ellis, Hadfield (1996) divides games into two; competitive and cooperative games. A competitive game is a game where the players or teams race to be the first to reach the goal, for examples bingo game and matching game. A cooperative game is a game where te players or teams work together towards a common goal, for examples guessing game and puzzle-solving game.

#### **d. The Advantages of Using Games in the English Teaching and Learning Process**

Paul (2003) states that games can provide a nonthreatening environment for coping with new learning. When children are having fun, they will be more likely to take risks, make mistakes without having feelings of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns. Games also provides opportunities for creative activities and experiences of interpersonal role playing that create interest to students and fulfil educational objectives. Lewis and Bedson says that games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language.

Hadfield (1996) adds that the inclusion of games as an integral parrrt of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to



an end, and act as diagnostic tool for the teacher. Supporting the statements, Carrier (1980) also adds that game activities are invaluable tools for students to use their language skills in less formal situation. They will enable the teacher to add a variety of lessons and enable students to practice formally-learned language in a more stimulating way.

Here are lists of advantages in applying games proposed by Brewster and Ellis (2002: 173)

- 1) Games add variety to the range of learning situations;
- 2) Games change the pace of a lesson and help to keep students' motivation;
- 3) Games 'lighten' more informal teaching and can help to renew students' energy;
- 4) Games provide 'hidden' practice of specific language patterns, vocabulary, and pronunciation;
- 5) Games can help to improve attention span, concentration, memory, listening skills and reading skills;
- 6) Students are encouraged to participate, shy learners can be motivated to speak;
- 7) Games increase students communication which provides fluency practice and reduces the domination of the class by the teacher;
- 8) Games help create a fun atmosphere and reduces the distance between teacher and students;
- 9) Games can help reveal areas of weakness and the need for further language;
- 10) Games can help to motivate and improve writing skills by providing a real audience context and purpose.

Everyone knows that language learning is not an easy thing. Games can encourage pupils in learning a foreign language. It is believed that games can increase the students' involvement.

## **B. Conceptual Framework**

In this case, when the researcher had decided to do an action research study in SD Muhammadiyah Siraman, she asked for permission from the principal of the primary school. At that time, she got the permission from the vice principal.

The next thing the researcher did was contact the teacher of grade 5 who she would cooperate with to discuss the problems that she had in English learning process. She also asked her permission to observe the English class of grade 5. An observation was also done by the researcher to get more information. Some problems were identified by the researcher from the observation. Then the teacher of grade 5 and the researcher held a discussion to determine the theme of the research. It was decided that the focus of the research study was improving grade five students' involvement through games.

After that, some plans were made to be implemented by the researcher in the classroom. To overcome the problem of students' involvement, the researcher planned to implement some games. The decision was taken because the researcher thought that games were strategic to improve the students' involvement. There were 3 games implemented during the research study. From the process of implementation, the researcher made evaluation and reflection from the actions. The notes could show whether the game implemented were successful or not.

After implemented the planned actions, the researcher made reflection. The result of the reflection could be used to determine whether it was still needed to make some plans for the next cycle or not. If the actions done in the first cycle

did not yet reach the condition expected, then the researcher made some plans for the next cycle. This was done continuously as long as there was still time provided for the research study.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Setting of the Research**

The research took place at SD Muhammadiyah Siraman. SD Muhammadiyah Siraman is one of the elementary school that is located in Siraman, Wonosari, Gunungkidul. The available rooms in this school are a teacher's room, a principal's room, a library, a School Health Unit, cooperation, a canteen and six classrooms. In addition, the school personals are a principal, six classroom teachers, a religion teacher, a sport teacher, a school guard, and three honorary teachers.

In relation to the English teaching-learning process, the researcher herself is as the part timer English teacher there. At SD Muhammadiyah Siraman, English is taught in one grade until sixth grade. The students of those grades get English once a week. The first grades until sixth grades get English 2 x 30 minutes each meeting. The subject materials are taken from the School Based curriculum for the Elementary School in DIY.

#### **B. Subject of the Research**

This research involved the principal, the students of grade five, the researcher herself as the English teacher there, the classroom teacher of grade five, and the English teacher from another elementary school.

### **C. Place and Time of the Research**

The research took place at the fifth grade of SD Muhammadiyah Siraman, Wonosari, Gunungkidul in the academic year of 2009/2010. The observation began in the first semester, and the actions were conducted in the second semester.

### **D. Data Collection**

To collect the data, the researcher conducted class observation and interview with the research members. The information gathered was used as the resource to formulate selected problems. To validate data, it was necessary to cross member's opinions through interview and in-dept discussion, whereas to solve selected problems, the researcher needed to collect data from members' ideas. Since they had various kinds of ideas, it was the researcher's work to synchronize those differences as the resources of ideas in carrying out the actions. Finally, triangulation was conducted through discussion with research members to have other opinions or perceptions.

### **E. Instrument of the Research**

The researcher as the English teacher conducted class observation and interview with the research members to identify the problems. To have a classification of the problems, the researcher used an interview and discussion it to the principal, the classroom teacher, and also the researcher herself. To collect the data of actions implemented, the researcher conducted class

observation and interview with research members. The data collected was written in the form of tape recording transcripts and field-notes.

## **F. Procedures of the Research**

This research was an action research study. It was done in two cycles in which each cycle consisted of a circle of activities. The activities were planning, implementation, evaluation, and reflection. The procedures of this research were:

### **1. Reconnaissance**

This step was conducted to determine the thematic concern of the research.

#### **a. Identifying the field problems**

The researcher observed the class to identify the obstacles and the problems. She also interviewed the research members to identify the problems and made a list of the problems to be followed up in the next step.

#### **b. Weighting the field problems**

The researcher collaborated with the other researcher member to classify the problems based on the level of seriousness. The problems were classified into three categories, namely very serious, serious, and unserious.

**c. Selecting the field problems**

The researcher and the research members selected and classified the problems based on the level of difficulties. The problems were classified into three categories, namely very difficult, difficult and easy.

**d. Assessing the field problem's feasibility**

The researcher and the research members determined the feasible problems to be solved together.

**2. Action**

**a. Planning**

The researcher with other research members discussed some actions that are implemented in the class. She asked the student's feeling, opinions, and suggestions about the previous English teaching-learning process. In addition, she collaborated with the other research members to list the activities planned for improving student's involvement in the English class.

**b. Implementation**

The researcher herself, as the English teacher, implemented the actions. She also observed and recorded the students' responses and reactions when the action was taking place. Based on the observations, records, and notes, she discussed the action and the changes happened with the other research members collaboratively.

**c. Result**

The researcher writes the result of the actions based on the observations and the interviews. This result is considered and following up in the next step.

**d. Evaluation**

The researcher and the other research members evaluated and analyzed the effects, obstacles, and other possibilities of developing and conducting the actions. She also conducted interviews with the students about their feelings, opinions, and suggestions about the actions. All of the research member's evaluation and analysis about the actions could possibly improve the next actions.

**e. Reflection**

In this step, the researcher reviewed what happened in implementing the actions. When the action was considered to be successful, it was recorded as one of the alternative efforts to improve students' involvement in the English teaching-learning process. The improvements of the changes were continued to the next plans when the processes achieved the positive result. However, when the first action failed, the next action was found by using the same cycle. The research cycle was stopped when the students' involvement in the English teaching-learning process was regarded to be better.



## **CHAPTER IV**

### **THE RESEARCH PROCESS, FINDINGS AND INTERPRETATION**

This chapter presents the findings of the study that are divided into two sections. The first section presents the research procedure and the second section presents the findings and interpretations of Cycle 1 and Cycle 2.

#### **A. Research Procedure**

This research is an action research. In the previous chapter, it has been mentioned that the steps of the research were planning, implementation, observation, action, and reflection. The purpose of the research was to improve student's involvement in English teaching-learning process of the fifth grade in SD Muhammadiyah Siraman, Wonosari, Gunungkidul. The researcher focused on applying games to improve students' involvement.

The researcher did some steps in conducting the research. The first step was reconnaissance. In the reconnaissance step, the researcher observed and identified the problems that occurred in the English teaching and learning process. The researcher identified the problems from five sides (teacher, students, media, facilities, and classroom management). The second step was planning. After the problems had been identified, the researcher designed a syllabus and some selected actions that were feasible to be implemented in the field. The selected actions designed in this research is using games to improve students' involvement in the English teaching and learning process. The third step was action and observation. In this step, the researcher implemented the selected actions that had

been made. After that, the researcher observed and evaluated the data, whether the games applied were effective to improve students' involvement in the English teaching and learning process. The last step was reflection. In the reflection step, the classroom teacher as the collaborator, students, and the researcher herself identified the effective and ineffective the actions activities so that the researcher could design the better plans for the next cycle.

### **1. Reconnaissance**

The researcher was the English teacher of the fifth grade students at SD Muhammadiyah Siraman, Wonosari, Gunungkidul. So that, the researcher allowed the classroom teacher of the fifth grade to join in the research as the observer.

#### **a. Identification of the field problems.**

To identify the problems, the researcher made some notes during English teaching and learning process in the fifth grade class on October 7<sup>th</sup> as classroom observation. Classroom teacher of the fifth grade was the observer. The classroom observation could be seen in the vignettes below.

## **7 Oktober 2010**

### **Observasi Kelas**

Guru kelas V mengajak peneliti untuk masuk ke dalam kelas. Terlihat beberapa siswa begitu ramai dan mondar-mandir sampai guru menyuruh mereka diam. Kemudian guru kelas V menerangkan kepada siswa bahwa pelajaran Bahasa Inggris hari ini prosesnya akan digunakan peneliti sebagai observasi kelas untuk keperluan penelitian.

Hari ini peneliti memberikan pelajaran Bahasa Inggris dengan topic *Personal Pronoun*. Peneliti mengawali pelajaran dengan salam “*Good morning, students.*” kemudian siswa menjawab “*Good morning,*” dan peneliti bertanya lagi “*How are you today?*” siswa menjawab lagi “*I am fine. Thank you.*” Siswa tidak bertanya kabar kepada peneliti, kemudian mengecek daftar hadir dengan memanggil satu persatu. Pada saat itu siswa hadir semua. Walaupun peneliti sudah masuk, namun masih terlihat beberapa siswa yang masih bermain dengan temannya. Materi ini memang mudah, tetapi agak sulit dalam mentransfer siswa melalui kegiatan yang menarik. Kemudian peneliti memberikan teks bacaan yang berhubungan dengan topic *Personal Pronoun*. Setelah itu peneliti menyuruh siswa untuk melihat teks bacaan kemudian peneliti membaca teks tersebut. Setelah itu peneliti meminta siswa untuk mengukangnya lagi. Pada saat membaca teks tersebut terlihat beberapa siswa yang tidak memperhatikan, mereka ada yang mengobrol dengan temannya sendiri dan ada yang hanya diam saja serta ada yang memainkan alat tulis mereka dan menyandarkan kepala dimeja.

Setelah peneliti menyuruh siswa untuk membaca teks tersebut, peneliti kembali menjelaskan dengan menulisnya dipapan tulis. Tetapi banyak siswa kelihatan agak bingung dengan topic *personal pronoun*. Kemudian peneliti kembali menjelaskan materi dengan rinci dan jelas. Peneliti memberikan kesempatan bertanya kepada siswa tentang pelajaran hari ini. Kemudian ada siswa yang bertanya, “*Miss, tentang pemakaian personal pronoun masih bingung e, itu gimana to?*”. Setelah itu peneliti kembali menjelaskan.

Setelah melakukan penjelasan dan tanya jawab dengan siswa, peneliti membagikan worksheet dan meminta siswa untuk mengerjakan soal tersebut. “*Sekarang kalian kerjakan latihan soalnya ya. Dikerjakan sendiri ya. Sekarang coba no.1 dulu kita kerjakan bersama-sama*” Dan siswa menjawab, “*Iya Miss.*” Peneliti meminta siswa untuk melanjutkan mengerjakan latihan tersebut, kemudian peneliti pun kembali ke mejanya. Selama proses mengerjakan, siswa ada yang ribut. Ada yang mengobrol dengan teman sebangku, ada yang mengambil soal temannya, ada yang menggambar, dan ada yang berjalan-jalan. Namun peneliti terlihat duduk dimejanya sambil menulis. Disamping itu juga, sesekali mereka berjalan keteman yang ada disebelahnya untuk melihat jawabanya.

Setelah beberapa waktu, peneliti bertanya pada mereka apakah mereka sudah menyelesaikanya “*Sudah selesai belum?*” siswa menjawab “*Belum, Miss.*” Pada saat proses mengerjakan tugas itu, peneliti mencatat semua aktivitas yang dikerjakan siswa. Setelah beberapa menit salah satu siswa berkata “*Miss, udah Miss.*” dan peneliti berdiri untuk membahas soal latihan tersebut.

Kemudian peneliti meminta siswa untuk membahas jawabanya. Terlihat siswa yang berjalan-jalan dan peneliti menyuruhnya duduk “*Ari, duduk.*” Siswa tersebut menjawab “*Iya, Miss.*” Peneliti tidak memperhatikan siswa lain yang menyandarkan kepala dimeja dan yang sedang sibuk menggambar. Peneliti lebih sering memperhatikan siswa yang duduk didepan saja.

Peneliti meminta siswa yang duduk didepan menjawab latihan soal yang mereka kerjakan tadi. Terlihat siswa tersebut hanya senyum-senyum. “*Ayo apa jawabannya? Kan ada dicontoh itu.*” Dia masih terlihat diam dan tersenyum. Beberapa siswa nampak malu untuk menjawab meski mereka tahu jawabannya. Peneliti bertanya lagi “*Siapa yang tahu jawabannya?*” tidak ada siswa yang mencoba memberanikan diri untuk mencoba menjawab.

Kemudian peneliti memanggil mereka dengan melihat absen. Dengan cara ini mereka baru mau menjawab. Setelah semua pertanyaan dijawab peneliti mengeceknya satu demi satu. Terkadang peneliti meminta untuk menterjemahkan arti kalimat yang ditulis siswa, namun siswa masih banyak salahnya. Pada saat mendiskusikan jawabanyapun masih terlihat banyak siswa yang tidak memperhatikan peneliti didepan.

Pada saat itu hamper semua jawaban siswa benar, namun mereka kurang begitu mengerti artinya. Setelah selesai mendiskusikan jawaban, peneliti menulis beberapa kata yang ada dalam soal tersebut dan meminta siswa untuk mengartikanya. Setelah waktu habis peneliti menyuruh siswa untuk mempelajari materi *personal pronoun*.

Based on the observations and the discussion, the researcher and the classroom teacher identified some problems that occurred in the English teaching learning process. The problems were as follows:

- 1) The students found difficulties in understanding the material
- 2) The students did not pay attention when the teacher explained the material.
- 3) The students were bored with the English classroom activity
- 4) Most of the students did not engage themselves to the English teaching and learning process
- 5) The students often made noise during the teaching learning process.
- 6) The students had low motivation in learning English.
- 7) The teacher lacked of idea in creating some interesting activities.
- 8) The teacher found difficulties in handling the students who made noise.
- 9) There was no English language laboratory.

- 10) There were not enough books and dictionaries for all students.
- 11) The technique used did not appropriate to be applied for the students
- 12) The fifth grade students had very low English proficiency, motivation, and awareness to learn
- 13) The classroom was not large enough

**b. Determining the feasible field problems**

After identifying the problems occurred in the English teaching learning process, the researcher and the research members discussed the most important problems that feasible to be solved. There were found three feasible problems. These three problems were chosen because the researcher and the classroom teacher as the collaborator considered that those problems could influence the teaching learning process if they were not solved soon. They could give bad effects to students in achieving the materials that were given by the teacher. The problems were as follows:

- 1) The students found difficulties in understanding the material
- 2) The students were bored with the English classroom activity
- 3) Most of the students did not engage to the English teaching and learning process

**c. Pre-requisite Analysis**

After the researcher and the classroom teacher identified the feasible problems, they discussed again the point of those problems. After discussing it,

the researcher and the classroom teacher determined pre-requisite analysis about the feasible problems above and the action that would be implemented to solve the problems. The analysis could be seen in the table below.

Table : Pre-requisite Analysis

| <b>Problem</b>  | <b>Cause</b>   |
|---|--|
| The students found difficulties in understanding the material                               | The students did not pay attention when the teacher explained the material |
| The students were bored with the English classroom activity                                 | The teacher lacked of idea in creating some interesting activity           |
| Most of the students did not engage themselves to the English teaching and learning process | The technique used was not appropriate to be applied for the students.     |

Based on the table above, it could be concluded that the students found difficulties in understanding the material and were bored with the English classroom activity so that they did not engage to the English teaching and learning process. Thus were because the teacher lacked of idea in creating interesting activity so that the technique used was not appropriate to be applied for the students. The result was the students did not pay attention when the teacher explained the material. It meant that those problems above related to students' involvement in English teaching and learning process.

#### **d. Determining the action to solve the feasible problems**

Based on the pre-requisite analysis above, the researcher and the classroom teacher decided to implement an action to solve the feasible problems above. The action was applying games to involve the students in English teaching and learning process. The reasons of using games to involve the student was based on the students characteristics that children are always interested and engaged to

something that is fun. Games were fun activities. Perhaps by conducting games in English teaching and learning process made the students interested and involved to the teaching and learning process.

## **B. Actions**

### **a. The Report of Cycle I**

#### **1) Planning I**

Based on the result of the discussion with the classroom teacher, the plan of action was derived to be implemented in the first cycle. The first cycle consisted of three meetings, in which the researcher applied a game. They were whisper race game in the first meeting, crosswords game in the second meeting, and snakes and ladders game in the third meeting. The topic of the games was food and drinks. The focus of the action in this cycle was to improve the students' involvement in English teaching and learning process.

#### **2) Implementation 1**

The action was carried out three times, on October 21<sup>st</sup> and October 28<sup>th</sup>, and November 4<sup>th</sup> 2010. The theme was 'Foods and Drinks'; here the researcher taught some nouns of foods and drinks. The data during Cycle 1 were collected using field notes during classroom observations, interviews, and photographs. The data indicated the following:

**a) Applying Games to Involve the Students in English Teaching and Learning Process**

Games are activities that can attract children to involve something. The researcher decided to use games to increase children's motivation to do something. She applied some games that not only involve the students in the teaching and learning process but also to improve their English skills. In the first meeting, the researcher applied whisper race game and taught listening and speaking skills. In the second meeting, the researcher applied crossword puzzle and taught reading and writing skills. In the last meeting of the first cycle, the researcher applied snakes and ladders and taught listening, speaking, and reading skills.

**i. Applying Whisper Race Game in the First Meeting**

This game was applied in the first meeting on October 21th, 2010. The skills that were taught by applying this game were listening and speaking skills. The topic was food and drinks. Before applied this game, the researcher taught the students some words of food and drinks in English and asked them to repeat the pronunciation after her. She repeats the words of the pronunciation for several times.

After that, the researcher divided the students into groups. The first group consisted of 12 students, and the second group consisted of 13 students. The researcher put a flannel on the blackboard and took some pictures of foods and drinks on the chairs in front of the each group. The students were asked to pronounce words each group in front of the chair of each group. The researcher then explained the rule before.



The students were very enthusiastic. They were engaged to the game. First, the researcher asked the first students of each group to come to her to read a word of foods and drinks for example the first student of each group read *pizza* word. When the researcher called “Go!”, The first student from each group ran to the next student of each group, and whispered “*pizza*” to the next student. This continued until the last student in the line had heard the word. The last student ran to the front and tried to look for the picture that was whispered by the student in front of him. When the picture was right, the group got 1 point.

The students looked very enthusiastic in playing the game. Besides, they tried to do the activity well. The words taught of foods and drinks that were used in this game were 10. This game involved the students in the learning process. All of the group did the activity well, though there were still some words difficult to pronounce well by the students such as *french-fries* and *yoghurt*. The game was won by the second group that got 8 points, while the first group got 7 points.

## **ii. Applying Crossword Puzzle Game in the Second Meeting**

The researcher applied crossword puzzle game on October 28<sup>th</sup>, 2010. The researcher applying this game was in order to involve students in the English teaching and learning process. Before applying this game, the researcher recalled the students about food and drinks that had been taught in the last meeting.

The crossword puzzle questions were in the form of statements that need to be completed by the students with a word of food or drink and a picture at the right of the statement as the clue of the word answer. Before the researcher started to play the crossword puzzle game, the researcher explained the rule and how to

play it first. The students looked confused but they were also enthusiastic to hear it because this game was the first time for them. After the researcher explained the rule, there were some students who asked to repeat it again and the researcher explained it again.

When the crossword puzzle game began, the classroom teacher of fifth grade as the collaborator helped the researcher to observe the English teaching learning process from the back side of the classroom and the researcher himself monitored and noted everything she needed to get the data. At that time, the students worked individually. They looked so happy when they did it. It could be seen from their behavior, they looked serious and most of students were busy to do their job.

They needed about ten minutes to finish it. The researcher asked them to change their works with their seatmate and then they discussed the answer. All of the students were active during the time they discussed the answers. Most of the students wanted to answer the questions and they raised their hands when they wanted to answer. Most of the students could answer the questions well. However, they still found difficult to write correct spell of some words of food and drinks such as *fried chicken*, *softdrink*, and *sandwich*.

### **iii. Applying Snakes and Ladders Game in the Third Meeting**

The researcher applied snakes and ladders game on November 4<sup>th</sup>, 2010. The skills that were taught by applying this game were listening, speaking and reading skills. The language functions that were taught through this game were suggesting doing something, suggesting saying something, offering to do

something, expressing preference, and greeting. The researcher applying this game was in order to involve students in the English teaching and learning process.

The researcher provided snakes and ladder's boards and some dices to implement this game. The students then were divided into some groups, in which a group consists of 5 students. In the snakes and ladders board, containing some instructions those students said and did, when they were stop in the box. The researcher also told about the rule of the game to the students. The student who reached the finish box first in each team was the winner of the game.

The researcher observed and made a note about the implementation of this action. The students looked enthuse in playing the game. However, the implementation of this game not really involved the students in the English teaching and learning process. The students looked difficult to speak some instructions because they did not understand what they should say and do based on the instruction since they have not familiar with some words of the instruction. For the example was the students were difficult to do the instruction of "*a cone of ice cream*". It is caused by their misunderstood about this instruction. Some students of some teams were only read this instruction while the other students of the teams only keep silent. Whereas the students should offering a cone of ice cream to their friends and their friends should give it the response.

Besides that, the researcher found that this game was difficult to manage the class. It is because the students focused on the game of among the team. All of

the teams were not finish in the same time. So that, the teams that finished first did not have another activity. They did something that out of the activity and it disturbed the other teams which have not yet finished.

### **3) Reflection of Cycle I**

After implementing the action, the researcher and the classroom teacher as the collaborator reflected on the action done. The researcher had a discussion with the classroom teacher in order to evaluate the action. The discussion was done based on the observations in the teaching and learning process, the students' opinions, and the comments from each research member. Besides, the researcher also interviewed students about the action implemented. All opinions and comments from each research member were recorded by the researcher.

From the implementation of the actions above, some findings were presented as follows:

#### **b) Applying Games to Involve the Students in English Teaching and Learning Process**

Based on the observation during the action in the cycle I and interview with the classroom teacher and the students of fifth grade, the implementation of using games to involve the students in the English teaching and learning process was success. This statement was supported by the quotation of the interview with the students below:

- P : gimana kalian suka nggak dengan kegiatan tadi?  
(Did you like with the lesson today?)*
- S : suka, asyik  
(Yes I did)*
- P : kenapa kok kalian suka?*

- (Why?)
- S* : *karena enak*  
(because it's enjoying)
- P* : *enak apanya?*  
(which one that's enjoying?)
- S* : *ya enak dan cepet dong*  
(at all and it made me easy to understand)
- P* : *kenapa kok cepet dong?*  
(Why it made you easy to understand?)
- S* : *karena ada permainannya*  
(because there was a game)
- (Interview 9)**

The following interview's quotation with the classroom teacher also showed that games could involve the students in the English teaching and learning process.

- P* : ....*setelah menggunakan permainan dalam pembelajaran bahasa Inggris bagaimana keterlibatan siswa Bu?*  
(After applying games in English teaching and learning process, what did you see about the students' involvement?)
- GK* : *ya jadi meningkat jelas dan lebih menarik siswa dalam belajar*  
(I saw that the students' involvement was improve and attract the students in the learning process)
- (Interview 10)**

#### **i. Applying Whisper Race Game in the First Meeting**

Based on the observation during the action and the interview, the implementation of a whisper race game in English teaching and learning process was successful to improve students' involvement. This statement was supported by the quotation of the interview with the students and the fieldnote of the game implementation below.

- P* : *dengan kegiatan tadi kalian merasa terlibat apa nggak?*  
(Did the activity that we have just make you involve in the teaching and learning process?)

- S : iya Miss dan bisa gerak-gerak, kan tadi ada lomba cepet-cepetan.  
(Yes I did and I could move because the game asked us to be more faster than another group)*
- P : enak tho?  
(Is it enjoy?)*
- S : iya Miss yang penting jadi dong  
(Yes, it is Miss. The important thing is it made us easy to understand)  
(Interview 9)*

88. *Peneliti kemudian menjelaskan aturan permainan.*
89. *Anak-anak sangat antusias dengan permainan ini.*
90. *Mereka sangat terlibat dengan kegiatan ini.  
(Fieldnote 12)*

The following interview's quotation with the classroom teacher also showed that crossword puzzle was effective to improve students' involvement.

- P : ya menurut kesimpulan Ibu apakah kegiatan siswa tadi sudah sesuai dengan tujuan untuk meningkatkan keterlibatan siswa?  
(Did you think that the activity that we have just was improve students' involvement?)*
- GK : ya sudah dan anak memang terlibat langsung, kan juga bisa melatih keberanian mereka.  
(Yes, I did. It was not only make the students directly involve but also trainee students' confidence)  
(Interview 10)*

## **ii. Applying Crossword Puzzle Game in the Second Meeting**

Based on the observation during the action and the interview, the implementation of a crossword puzzle game in English teaching and learning process was successful to improve students' involvement in the teaching and

learning process. It also made students feel happy and enjoy the learning process. They did not get bored during teaching learning process. This statement was supported by the quotation of the interview with the students and of the fieldnote below:

- P : bagaimana dengan pelajaran hari ini?*  
*(How about the lesson today?)*
- S : menyenangkan*  
*(It's very enjoying)*
- P : apanya yang menyenangkan?*  
*(why is it enjoying?)*
- S : soalnya yang di bikin Miss Ni'mah*  
*(the exercises that made by Miss Ni'mah)*
- P : memangnya kenapa dengan soalnya?*  
*(What's up with the exercises?)*
- S : ada gambar-gambar foods and drinks*  
*(There were food and drinks' picture)*
- P : asik nggak?*  
*(Did the exercises enjoy?)*
- S : asik kayak ngisi TTS*  
*(Yes, they did. It is like fill TTS)*
- P : lha emang TTS, kalo dalam bahasa inggris namanya Crossword Puzzle*  
*(It is TTS. In English it is called Crossword Puzzle)*
- (Interview 11)**

114. Setelah itu Peneliti melakukan pengulangan lagi tentang makanan dan minuman.
115. Anak-anak sangat antusias dalam menirukan.  
**(Fieldnote 15)**

The following interview's quotation with the classroom teacher also showed that crossword puzzle was effective to improve students' involvement.

- P : Emh.....jadi pada intinya mereka itu yang jelas terlibat semua ya bu.*  
*(Emh... Could it be concluded that all of the students were involve, Mam?)*
- GK : Iya.*  
*(Yes)*
- P : Oya bu, ibu bisa melihat keterlibatannya darimana ya bu?*  
*( Which form that show you the involvement, Mam?)*

*GK : Dari itu keaktifan mereka menjawab, pada waktu membahas jawaban crossword puzzle tadi mereka langsung angkat tangan seperti itu, mungkin karena tertarik dengan crossword puzzlenya mereka jadi aktif dikelas.  
(I saw from their participation in answering the question of the discussion. They raised their hand directly. They may be interest with crossword puzzle so that they were active)  
(Interview 30)*

### iii. Applying Snakes and Ladders Game in the Third Meeting

Based on the observation during the action and the interview, the implementation of a snakes and ladder game in English teaching and learning process made the students enjoyed the learning process, so that they did not get bored and totally involved during teaching and learning process. This statement was supported by the quotation of the interview with the students below:

*P : kalian suka nggak dengan pelajaran hari ini?  
(Did you like the lesson today?)  
S : senang sekali Miss  
(Yes, I did Miss.)  
P : apa yang bikin kalian senang?  
(Why?)  
S : gamenya unik  
(It is because the game was unique)  
P : kok unik?  
(What is the unique?)  
S : iya, soalnya main ular tangga tapi sambil belajar Bahasa Inggris  
(We learnt English by playing snakes and ladder game)  
(Interview 13)*

However, the implementation of snakes and ladder not too really success. It is because the students were difficult to do the activity. They were difficult to speak in English in doing the activity. The following interview's quotation with the students showed the weakness of this action.



- P : tapi ada kesulitan nggak?  
(By the way, is there any difficult?)*
- S : iya Miss susah mau ngomongnya ada yang nggak dong  
(Yes, it is. I was difficult to speak English and there were some utterances that I can't spoke)*
- P : kok nggak dong? Kan sudah diajarkan semua tho?  
(How you can't spoke the utterances? We have learnt that)*
- S : hehehe...tapi lupa Miss  
(Hehehe... I was forget, Miss)*  
**(Interview 14)**

Though, the classroom teacher also agreed that this action was engage the students in the English teaching and learning process. The following interview's quotation with the classroom teacher also showed that snakes and ladder game was effective to improve students' involvement.

- P : bagaimana Bu tentang game hari ini?  
(How about the game today, Mam?)*
- GK : wah...bagus sekali gamenya, idenya kreatif.  
(The game was interesting and it was creative idea)*
- ...
- P : tapi kesimpulannya, tentang kegiatan tadi apakah siswa banyak terlibat tidak?  
(Did the activity engage the students?)*
- GK : sangat terlibat, anak-anak menyukai kegiatan tadi dan saya rasa dengan media pembelajaran yang Bu Ni'mah buat anak-anak kelas V jadi menyukai bahasa inggris  
(Yes, it did. The students were very interest with the activity, and I think the students now were interest with English lesson because of the media that Miss Ni'mah have made.)*  
**(Interview 13)**

#### 4. Summary of Cycle I

Based on the reflection above, there were success action and unsuccessful action to involve students in the English teaching and learning process. The researcher described the successful and unsuccessful actions as follows:

a. The successful actions

1) Applying a whisper race game was successful. By applying whisper race game, all of the students could involve in the English teaching and learning process to improve their speaking and listening skills.

2) Applying a crossword game. By applying crossword game in the English teaching and learning process, the students could improve their reading and writing skills and added their vocabulary.

b. The unsuccessful actions

1) Applying a snakes and ladder game. The students were difficult in doing the activity that asked the students to speak in English.

## **B. The Report of Cycle II**

Based on the reflection of cycle 1, it was found that one of the actions, that was applying snake and ladder game, did not successful yet to improve students' involvement in the English teaching and learning process. It was found that the students were not confident to speak English. It made the students were difficult to involve in the learning process. The researcher and the classroom teacher agreed to remove the action of applying snake and ladder game. The researcher and the classroom teacher agreed to change it with another game.

### **1. Planning II**

The classroom teacher and the researcher planned some efforts as actions to solve the problems which related to the problems identified in the

implementation of the first cycle. In order to solve the problems identified above, the researcher and the classroom teacher would still use the action to involve the students in the English teaching and learning process.

**a. Applying Games to Involve Students in English Teaching and Learning Process**

Look at the success of the implementation of using games to involve the students in the teaching and learning process, the researcher as the English teacher of fifth grade in the school decided to use games to involve the students in the English teaching and learning process. However, the unsuccessful game that was snakes and ladders game was not applied in the cycle II. The game would be replaced by ransom note game.

All the games that would be used in cycle II also taught English skills that were listening, speaking, reading, and writing. Before applying the games, the researcher explained about the material. Besides were used to involve the students in English teaching and learning process, the games were used to make the students would be more comprehend about the material.

The researcher then decided to use some games that were as follows:

**1) Applying Crossword Puzzle Game in the First Meeting**

The researcher applied crossword puzzle game that the topic was things in the kitchen. The researcher applying this game was in order to involve the students in the English teaching and learning process. Besides, this game would help the students to improve their vocabulary. The crossword puzzle questions

were in the form of things in the kitchen's pictures. The students only wrote down the English words based on the pictures.

After the researcher introduced things in the kitchen in English, the researcher gave them a worksheet of crossword puzzle. The questions were in the form of some things in the kitchen's pictures. The researcher asked the student to fill the worksheet individually and forbid the student to open their note book.

## **2) Applying Whisper Race in the Second Meeting**

The researcher planned to use whisper race game to involve the students in the English teaching and learning process. The topic was things in the kitchen. The researcher used flash card of things in the kitchen, chairs, and flannel board. The activity of this game was the students whispered to their team, from the student in the first line to the students in the last line, about the word of things in the kitchen based on the word that showed by the researcher for the student in the first line of each team. The student in the last line of each team then run to search and take the pictures that whispered, and stick the picture on the flannel board. If the sticking picture was right, the team got 1 point. The team who got more point was the winner.

## **3) Applying Ransom Note in the Third Meeting**

The researcher applied ransom note game to involve the students in the teaching and learning process. The researcher provided some scissors, glues, newspapers, and ransom note that have not yet written completely. This game played in group, in which there were 5 students. The activity of this game was the students fill the blank square of the ransom note that the researcher made by cut

some letters from the newspaper to stick it on the blank square in order to complete the ransom note.

## **2. Actions and Observation in Cycle II**

Cycle 2 was done in three meetings; they were on November 11<sup>th</sup>, 18<sup>th</sup> and 25<sup>th</sup> 2010. The researcher implemented one action in every meeting. Below are the actions that the researcher implemented in cycle 2:

### **a. Applying Games to Involve Students in English Teaching and Learning Process**

Games are activities that can attract children to involve something. The researcher decided to use games to increase children's motivation to involve in the teaching and learning process. She applied some games that not only involved the students in the teaching and learning process but also to improve their English skills. In the first meeting, the researcher applied whisper race game and taught listening and speaking skills. In the second meeting, the researcher applied crossword puzzle and taught reading and writing skills. In the last meeting of the first cycle, the researcher applied ransom note and taught reading and writing skills.

#### **1) Applying Crossword Puzzle Game in the First Meeting**

The researcher applied crossword puzzle game on November 11<sup>th</sup>, 2010. The topic was things in the kitchen. The skills that were taught by applying this game were reading and writing skills. The researcher applying this game was in order to involve the students in the English teaching and learning process. Besides that, the researcher used crossword puzzle game to evaluate whether the students

had been understand the material that taught by the researcher. Before applied this game, the researcher taught vocabulary of some things in the kitchen and asked the students to repeat the pronunciation after her.

The crossword puzzle questions were in the form of things in the kitchen's pictures at the right of the statement as the clues of the word answers. Before the researcher playing the crossword puzzle game, the researcher explained the rule and how to play it first. The students looked enthusiastic and understand it because the students ever did this activity in the last week.

When the crossword puzzle game began, classroom teacher of fifth grade as the collaborator helped the researcher to observe the English teaching learning process from the back side of the classroom and the researcher himself monitored and noted everything she needed to get the data. At that time, the students worked individually. They totally involved when they did it. It could be seen from their behavior, they looked serious and most of students were busy to do their job.

They needed about ten minutes to finish it. The researcher asked them to submit their works. After all of the worksheet had been submitted, the researcher and the students discussed the answers. All of the students were active during they discussed the answers. Most of the students wanted to answer the questions and they raised their hands when they wanted to answer. Most of the students could answer the questions well. However, most of the students were difficult to answer the question number 7, which was *teapot*, and number 8, which was *refrigerator*. Most of them only made spelling mistake of the words.

## 2) Applying Whisper Race Game in the Second Meeting

This game was applied in the first meeting on November 18<sup>th</sup>, 2010. The topic was things in the kitchen. The skills that were taught by applied this game were listening and reading. Before applied this game, the researcher repeated things in the kitchen and the pronunciation for several times. After that, the researcher divided the students into two teams. The first team consisted of 12 students, and the second team consisted of 13 students. The researcher put flannel on the blackboard and took some pictures of things in the kitchen such as plate, refrigerator, knife, fork, glass, plate, etc. on the chairs in front of the each team. The students were asked to form a line each team in front of the chair of each team. The researcher then explained about the rule before.

The students were very enthusiastic. They were engage to the game. First, the researcher asked the first students of each team to come to her to read a word of things in the kitchen for example the first student of each team read *glass* word. When the researcher call “Go!”, The first student from each team run the next student of each team, and whispered “*glass*” to the next student. This continued until the last student in the line has heard the word. The last student run to the front and tried to looking for the picture that whispered by the student in front of him. When the picture was right, the team got 1 point.

The students looked very enthuse in playing the game. Besides, they tried to do the activity well. The word instructions of food and drink that used in this game were 10. This game involved the students in the learning process. All of the team did the activity well, though there were still some words that difficult to

pronounce well by the students such as *knife* and *refrigerator*. The game was won by the first team that got 7 points, while the second team got 6 points.

### 3) Applying Ransom Note Game in the Third Meeting

The researcher applied ransom note game on November 25<sup>th</sup>, 2010. The topic was kidnapping. The skills that were taught by applied this game were reading and writing skills. Before applied this game, the researcher explained to the students about kidnapping and give the example of ransom note by wrote down it in the blackboard.

Next, the researcher asked the students to make a group of five students and gave each group a pile of newspaper. Then, the researcher gave a ransom note that made by the researcher for each group. The ransom note was made from some letters that cut from newspaper. The ransom note had not complete yet. The students were asked to complete it by cut and stick some letters from the newspaper given. The incomplete ransom note was like this below.

**W□ ha□e y□ur d□g**

**Give us 100 □ollar□**

**Me□t us □n □h□**

**□o□el to□ig□t**

The students totally involved in this game. They shared the work with their group. They wrote down the answer by pencil first. After their groups agreed with the note, one of them cut some letters used from the newspaper while the others were stick it on the ransom note. After that, they submitted it to the researcher to be checked. If it was correct, the researcher gave them two thumbs



up. If it was wrong, give them a thumbs-down sign. They must return to their table and try again. The researcher did not tell them the mistakes, they must work them out. However, the researcher only gave them once chance.

After the completing of ransom note finished, the researcher and the students discussed it. The researcher gave the correct answer of the ransom note that can be seen in the below.

**We have your dog**

**Give us 100 dollars**

**Meet us in the**

**Hotel tonight.**

Most of the groups were difficult in completing the third and the fourth lines. They were not able guess “*the*” in the third line and “*hotel tonight*” in the fourth line.

### **3. Reflection of Cycle II**

This subchapter describes important matters concerning the reflection of the actions. The researcher had a discussion with the classroom teacher as the collaborator in order to have an evaluation about the action. Besides, the researcher interviewed students about the implemented actions. From the implementation of the actions above, some findings were described as follows:

**a) Applying Games to Involve the Students in English Teaching and Learning Process**

Based on the observation during the action in the cycle II and interview with the classroom teacher and the students of fifth grade, the implementation of using games to involve the students in the English teaching and learning process was success. This statement was supported by the quotation of the interview with the students below:

- P : apakah pelajaran hari ini menyenangkan  
(Did the lesson today excited?)*
- S : menyenangkan sekali  
(Yes)*
- P : apanya yang menyenangkan  
(Why?)*
- S : gamenya,  
(Because the was an excited game)  
(Interview 15)*

The following interview's quotation with the classroom teacher also showed that games could involve the students in the English teaching and learning process.

- P : lalu apakah anak-anak total terlibat di dalam kelas?  
(Did the students totally involve in the class?)*
- GK : iya terlibat Bu, karena pada dasarnya kan kalo anak-anak masih seneng main jadi ya kegiatan tersebut sangat menyenangkan bagi mereka  
(Of course, they did Miss. It is because basically the students enthuse with every game so that the activity was enjoying for them)*
- ...
- P : untuk keterlibatan siswa sendiri bagaimana Bu, apakah jadi meningkat apa tidak?  
(How about the students' involvement, Mam? Did the activity improve students involvement?)*

*GK : ya tentu saja Bu, mereka menjadi aktif dan melatih keberanian siswa  
(Of course, Miss. They were being active and it was improve students' confident.)  
(Interview 19)*

#### **i. Applying Crossword Puzzle Game in the First Meeting**

The implementation of this action was successful. Here the things in the kitchen's pictures were combined with the crossword puzzle game. The things in the kitchen's pictures were used as the clues to answer the questions in the crossword puzzle. The students were happy and not difficult to do the activity and did it well. This situation could be seen in the quotation below:

*P : lha kalo ngisi Crossword puzzle tadi?  
(How about the activity of the crossword puzzle?)  
S : ya seneng juga Miss, soalnya ada gambar-gambarnya.  
Gambarnya sering kita liat sehari-hari Miss.  
(I like it because there were some pictures that we are usually see, Miss)  
P : susah nggak ngerjainnya?  
(Did you find any difficult?)  
S : nggak Miss, gampang udah dijelaskan kok tadi  
(No, I didn't. It was easy because had been explained before)  
(Interview 14)*

*P : .... Tapi menurut ibu crossword puzzle yang ini meningkatkan keterlibatan siswa pada proses pembelajaran gak bu?  
(Did you think that this crossword puzzle improved the students' involvement in the learning process?)  
GK : Ya jelas meningkat. Karena saya lihat tadi siswa benar-benar serius mengerjakan dan saat mendiskusikan jawaban mereka juga aktif.  
(Of course, I did. I looked that the students did that activity seriously and active in the discussion)  
(Interview 31)*

## ii. Applying Whisper Race Game in the Second Meeting

The implementation of this action was success to involve the students in English teaching and learning process. They were happy and involve totally in doing the activity well. Below were the quotations that show the situation:

- P : tapi seneng nggak?  
(Did you like the game?)*
- S : seneng ada gambarnya lucu-lucu  
(yes, we did because the pictures are funny)*
- P : berarti dengan kegiatan tadi itu kalian terlibat tidak?  
(did you involve to the game?)*
- S : iya terlibat, bisa lari-lari lagi hehehehe...  
(Yes, we did. We could move again hehehe...)*
- P : kalian seneng kalo bisa gerak-gerak sama lari-lari?  
(Are you happy with the activity that can make you move free?)*
- S : iya Miss, soalnya jadi nggak bosen kalo dikelas sama nggak ngantuk juga Miss  
(Yes, we are. We are not bored and sleepy in the class)  
(Interview 15)*
- P : ... Kesimpulannya bagaimana dengan kegiatan hari ini?  
(What do you think about the activity today?)*
- GK : bagus kok anak-anak suka dengan kegiatan tadi dan yang jelas mereka semua jadi terlibat, dan juga akan melatih keberanian mereka.  
  
(I think it was good activity. The students were happy with the activity and involve to the learning process. It was also improve their confident.)  
(Interview 16)*

From the quotations above, it can be concluded that by applying a whisper race game could involve the students in the English teaching and learning process because they were like and happy to do the activity.

### iii. Applying Ransom Note Game in the Third Meeting

The implementation of ransom note game was successful. The students were interest and enthuse to the activity because they thought that was challenge. All of the students totally involved to the activity. Besides, it made the students who were shy and afraid to answer in the first cycle being more active. This situation could be seen in the following quotations:

- P : bagaimana dengan kegiatan tadi? Apakah kalian suka? Dan apakah menyenangkan  
(Did you happy with the activity today?)*
- S : menyenangkan sekali Miss  
(Yes, we did.)*
- P : apanya yang menyenangkan  
(why?)*
- S : nyari huruf-huruf di koran Miss  
(We tried to find some letters in the newspaper, Miss)*
- P : seneng ya?  
(did you like it?)*
- S : seneng Miss  
(Yes, we did.)  
(Interview 17 )*
- P : bagaimana, menyenangkan tidak kegiatan tadi  
(Did you think that the activity was enjoying?)*
- S : iya Miss seneng banget  
(Yes, I did Miss.)*
- P : kenapa senengnya?  
(Why?)*
- S : masang-masang gambar ada tulisan bahasa inggrisnya  
(We can stick some pictures and the letters in English)*
- P : kira-kira bermanfaat nggak gambar-gambar tersebut?  
(Did you think that those are having advantage?)*
- S : iya Miss, kalo sering liat sama mbaca jadi hafal  
(Yes, I did. I can memorize if we oftenly notice it)*
- P : hafal apa?  
(Memorize about what?)*
- S : ya hafal kata-kata yang ada dalam gambar itu  
(I can memorize about the letters of the pictures)  
(Interview 18)*

- P : bagaimana Bu, tentang kegiatan tadi  
(What do yo think about the activity today?)*
- GK : bagus Bu, karena sebelumnya tidak ada gambar-gambar yang ditempel di dinding, hanya gambar pahlawan saja  
(That was good activity because there never were pictures sticked in the wall except national hero.)*
- P : kalo gambar yang tadi apakah menunjang dalam kelancaran belajar?  
(Did the pictures of the activity today support teaching and learning process?)*
- GK : oya tentu Bu, kan agar mereka familiar dengan kata-kata bahasa inggris kalo mereka sering-sering mbaca sama liat didinding  
(Of course, Miss. It will make the students are familiar with the English words if they often notice the pictures in the wall)  
(Interview 19)*

From the quotations above, it could be concluded that by applying ransom note game, the students were motivated and they were also happy. Besides, it also increased their involvement during the teaching learning process.

#### **4. Summary of Cycle II**

Based on the reflection, it could be concluded that using games; they were crossword puzzle game, whisper race game, and ransom note game, in the cycle 2 were successful to improve students' involvement in the English teaching and learning process. It was shown from the implementation of all the games and also the opinions of the students and the classroom teacher indicated that the students totally involve to the English teaching and learning process because they were enthuse with the activity of the games, especially the activity of that allow them to move free.

The researcher and the classroom teacher agreed that the activities implemented were successful to improve students' involvement in the English

teaching and learning process. Since the objective of the research was achieved, the researcher and the English teacher agreed to end the research in this cycle.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

#### **A. Conclusions**

Based on the research findings and the interpretation of the data in the previous chapter, the researcher proposes some items of conclusions. These are as follows.

1. Applying a whisper race game was successful. By applying whisper race game, all of the students could involve in the English teaching and learning process to improve their speaking and listening skills.
2. Applying a crossword game. By applying crossword game in the English teaching and learning process, the students could improve their reading and writing skills and added their vocabulary.
3. Applying a snakes and ladder game. By applying snakes and ladder game, the students attracted to the English teaching and learning process. However, this game failed to involve the students in the teaching and learning process. It was because the students were difficult in doing the activity that asked the students to speak in English.



4. Applying a ransom note game. By applying ransom note game, all of the students could involve in the English teaching and learning process to involve their reading and writing skills.

Besides that, the researcher found some changes during the implementation of the action. The changes could be seen in the table below.

| Before the action  | After cycle I   | After cycle II  |
|--|---|---|
| The students found difficulties in understanding the material                    | The students easy to understand the material                      | The students not only easy to understand the material but also comprehend it                                    |
| The students were bored with the English classroom activity                      | The students enjoyed the English classroom activity               | The students not only enjoyed the English classroom activity but also involved to the activity                  |
| Most of the students did not engage to the English teaching and learning process | The students engaged to the English teaching and learning process | The students not only engaged to the English teaching and learning process but also improve their English skill |

## B. Implication

Based on the result of the study, it is found that games are able to involve the students in English teaching and learning process. It is because games are fun activity, it makes the students attract to involve to the English teaching and learning process. Besides, games do not make students bored and increase students' enthusiasm in learning.

### **C. Suggestion**

Based on the conclusion and implication of the study, some suggestions will be directed toward the English teacher and other researchers

#### **1. To the English teacher**

Since involvement is one of the important prerequisites for teaching and learning process, the English teacher is supposed to pay more attention to the students' motivation. The English teacher can apply games to involve the students in English teaching and learning process.

#### **2. To the other researcher**

It is necessary to follow up this study in order to find more actions to improve students' involvement. It is also possible for other researchers to conduct this study in other schools.

## REFERENCES

- Adenan, F. 1982. *Puzzle and Games for Students of English*. Yogyakarta: Yogyakarta state university)
- Brown, H. Douglas. 2001. Teaching by Principles. *An Interactive Approach to Language Pedagogy*. San Fransisco State University.
- Cameron Dynne, 2001“Teaching Language to Young Learners”. Cambridge: University Press
- Cameron. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Hadfield, Jill. 1990. *Intermediate Communication Games*. Longman.
- Hornby, A.S. 1974. Oxford Advanced Learner’s Dictionary of Current English (3<sup>rd</sup> edition). England: Oxford University Press
- Jack C. Richard and Renandya. 2002. *Methodology in Language Teaching*. USA:Cambridge university press.
- Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching*. New York. Oxford University Press.
- Lewis, Gordon and Gutter Bedson. 1999. *Games for Children*. New York. Oxford University Press.
- Madya, Suwarsih. 2006. *Teori dan Praktik Penelitian Tindakan (Action Reseach)*. Yogyakarta. Alfabet.
- Maley. A. (1999:111). *Games for Children*. Oxford: Oxford University Press
- Nunan. David. 1999. *Second Language Teaching and Learning*. Boston: Heinle and Heinle

- Nunan, David. 1989. *Designing Task for the communicative classroom*. New York. Cambridge.
- Rivers. 1981. *Teaching Foreign Language Skill*. USA: the university of Chicago press, Ltd.
- Scott, Wendy A and Ytterberg, Lisbeth L. 1990. *Teaching English to Children*. Longman.

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

- Nama sekolah** : SD Muhammadiyah Siraman
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : V/I
- Standar Kompetensi** : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Kompetensi Dasar** : Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
- Jenis teks** : *Functional*
- Aspek/skill** : Mendengarkan
- Alokasi waktu** : 2 x 35menit
- Indikator** : - Siswa dapat memahami isi teks bacaan.  
- Siswa dapat merespon instruksi secara berpasangan tentang teks bacaan.  
- Siswa dapat merespon instruksi sangat sederhana secara berkelompok tentang topic *foods and drinks*.
- Tujuan Pembelajaran** : Pada akhir pelajaran siswa dapat merespon instruksi sangat sederhana secara tepat dan berterima dalam konteks kehidupan sehari-hari.

**A. Materi Pembelajaran**

Dilampirkan.

**B. Metode Pembelajaran** : PPP (Presentation, Practice, Production)

**C. Langkah-langkah kegiatan:**

- a. Kegiatan Pendahuluan
  - i. *Greeting* dan doa pembuka
  - ii. Mengecek kehadiran siswa
- b. Kegiatan inti
  - i. Presentation:
    - Guru memberikan teks bacaan dan menyuruh siswa untuk membaca dengan teman satu meja.
    - Guru kemudian menjelaskan teks bacaan.

- Guru meminta siswa mengikuti guru menyebutkan jenis-jenis makanan dan minuman secara berulang-ulang sampai siswa paham dan benar pengucapannya.
  - Guru mengajarkan kalimat sederhana (*What do you like to eat?, What do you like to drink?*).
- ii. Practice:
- Guru meminta siswa untuk berdialog dengan teman sebangkunya menggunakan kalimat sederhana yang sudah diajarkan.
- iii. Production
- Guru menyuruh siswa untuk membagi dalam dua kelompok.
  - Siswa bermain game *Whisper Race Game*.

The rule of the game:

Siswa bekerja dalam kelompok. Siswa berkelompok dalam barisan memanjang. Guru membisikkan kata berupa foods and drinks pada siswa yang paling belakang. Jika guru call “Go” lalu siswa yang sudah dibisikki tadi langsung membisikkan pada siswa yang ada didepannya secara berlanjut. Siswa yang ada didepan kemudian mencari gambar yang sudah dibisikkan tadi dan menempelkan di papan flannel. Kelompok yang pertama itulah yang juara.

c. Kegiatan penutup

- i. Menanyakan siswa apa yang telah mereka pelajari.
- ii. Menyimpulkan materi pembelajaran dan meminta siswa mempraktekkan diluar kelas.

**D. Media** : *conversation scrip*

*Flashcards*

*Flannel board*

*Chairs*

**E. Penilaian**

1. Teknik: merespon ungkapan/pertanyaan lisan
2. Bentuk: pertanyaan lisan
3. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai  | Skor      |
|----|---|-----------|
| 1  | Pilihan kata benar, tata bahasa benar, lafal benar                  | Very good |
| 2  | Pilihan kata kurang tepat, tata bahasa benar, lafal benar           | Good      |
| 3  | Pilihan kata kurang tepat, tata bahasa kurang tepat,<br>lafal benar | Fair      |
| 4  | Pilihan kata salah, tata bahasa salah, lafal kurang tepat           | Poor      |
| 5  | Pilihan kata salah, tata bahasa salah, lafal salah                  | Very Poor |

Wonosari, 21 Oktober 2010  
Guru Mata Pelajaran

Ani'mah Fajriana  
05202244190

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

- Nama sekolah** : SD Muhammadiyah Siraman
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : V/I
- Standar Kompetensi** : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.  
Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.
- Kompetensi Dasar** : Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.  
Mengeja kalimat sangat sederhana secara tepat dan berterima.
- Jenis teks** : *Functional*
- Aspek/skill** : Menulis dan Membaca
- Alokasi waktu** : 2 x 35menit
- Indikator** : - Siswa dapat merespon makna teks bacaan.  
- Siswa dapat memahami tentang jenis-jenis makanan dan minuman.
- Tujuan Pembelajaran** : Pada akhir pelajaran siswa dapat memahami jenis-jenis makanan dan minuman secara tepat dan berterima dalam konteks kehidupan sehari-hari.

**A. Materi Pembelajaran**

Dilampirkan.

**B. Metode Pembelajaran : PPP** (Presentation, Practice, Production)

**C. Langkah-langkah kegiatan:**

- a. Kegiatan Pendahuluan
  - i. *Greeting* dan doa pembuka
  - ii. Mengecek kehadiran siswa
- b. Kegiatan inti
  - i. Presentation:
    1. Guru melakukan Tanya jawab yang berkaitan dengan materi untuk memotivasi siswa.



2. Guru mengulang kembali tentang materi yang sudah dipelajari yaitu foods and drinks.
- ii. Practice:
- Guru memberikan teks bergambar.
  - Guru menyuruh siswa untuk membaca teks deskriptif bergambar tersebut.
  - Guru menjelaskan tentang teks bacaan.
  - Guru menjelaskan kembali tentang jenis-jenis makanan dan minuman
- iii. Production
1. Guru membagikan soal yang berkaitan dengan materi.
    - Guru menyuruh siswa untuk mengerjakan soal tersebut.
    - Soal berbentuk Crosswords Puzzle bergambar.
    - Guru meminta siswa untuk menukar pekerjaan masing-masing dan membahas jawaban bersama-sama.
    - Guru mengumpulkan tugas siswa untuk dinilai.
- c. Kegiatan penutup
- i. Menanyakan siswa apa yang telah mereka pelajari.
  - ii. Menyimpulkan materi pembelajaran.

**D. Media :** teks bergambar

worksheet

**E. Penilaian**

1. Teknik: mengerjakan soal.
2. Bentuk: pertanyaan tertulis.
3. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai                  | Skor |
|----|-------------------------------------|------|
| 1  | Setiap jawaban benar                | 1    |
| 2  | Setiap jawaban salah/ tidak dijawab | 0    |

Wonosari, 28 Oktober 2010

Guru Mata Pelajaran

Ani'mah Fajriana

05202244190

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

|                            |  |
|----------------------------|--|
| <b>Nama sekolah</b>        | : SD Muhammadiyah Siraman  |
| <b>Mata Pelajaran</b>      | : Bahasa Inggris   |
| <b>Kelas/Semester</b>      | : V/I  |
| <b>Standar Kompetensi</b>  | : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekolah   |
| <b>Kompetensi Dasar</b>    | <p>: Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba dan petunjuk.</p> <p>Bercakap-cakap untuk meminta/ memberi jasa/ barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.</p> <p>Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui dan melarang..</p> |
| <b>Jenis teks</b>          | : <i>Instructional</i>   |
| <b>Aspek/skill</b>         | : Berbicara  |
| <b>Alokasi waktu</b>       | : 2 x 35menit  |
| <b>Indikator</b>           | <p>: - Siswa dapat merespon tentang memberi contoh untuk melakukan sesuatu, memberi aba-aba dan petunjuk.</p> <ul style="list-style-type: none"><li>- Siswa dapat merespon tentang meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.</li><li>- Siswa dapat merespon tentang mengenalkan diri, mengajak, meminta ijin, memberi ijin, menyetujui, tidak menyetujui dan melarang..</li></ul>  |
| <b>Tujuan Pembelajaran</b> | : Pada akhir pelajaran siswa dapat merespon tindak tutur melakukan sesuatu, memberi aba-aba, memberi petunjuk, meminta bantuan, memberi bantuan, meminta barang, memberi barang secara tepat dan berterima dalam konteks kehidupan sehari-hari.  |

## **A. Materi Pembelajaran**

Dilampirkan.

## **B. Metode Pembelajaran : PPP (Presentation, Practice, Production)**

## **C. Langkah-langkah kegiatan:**

### **a. Kegiatan Pendahuluan**

- i. *Greeting* dan doa pembuka
- ii. Mengecek kehadiran siswa

### **b. Kegiatan inti**

#### *i. Presentation:*

1. Guru melakukan Tanya jawab yang berkaitan dengan materi untuk memotivasi siswa.
2. Guru mengulang kembali tentang materi yang akan dipelajari.

#### *ii. Practice:*

- Masing-masing siswa mendapat teks bacaan.
- Guru meminta siswa membahas teks bacaan.
- Guru menjelaskan tentang teks bacaan.
- Guru meminta siswa untuk berdialog dengan teman sebangkunya menggunakan kalimat sederhana yang sudah diajarkan.

#### *iii. Production*

1. Siswa dibagi menjadi lima kelompok.
- Siswa bermain game *Snakes and Ladders Game*.

#### The rule of the game:

Siswa disuruh membuat lingkaran dan duduk dimasing-masing kursinya. Kemudian guru membagi masing-masing kelompok berupa snakes and ladders board beserta dadunya. Selanjutnya masing-masing kelompok menentukan siapa yang paling pertama. Kemudian yang pertama mengocok dadu dan berjalan dikotak sesuai dengan angka yang ada didadu. Jika menemui instruksi kemudian dibaca untuk dilakukan teman-teman sekelompoknya. Yang berada dikotak finish itulah yang juara.

### **c. Kegiatan penutup**

- i. Menanyakan siswa apa yang telah mereka pelajari

- ii. Menyimpulkan materi pembelajaran dan meminta siswa mempraktekkan diluar kelas.

**D. Media** : *snakes and ladders board*

*Dice*

*Blackboard*

**E. Penilaian**

1. Teknik: merespon ungkapan/pertanyaan lisan
2. Bentuk: pertanyaan lisan
3. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai   | Skor      |
|----|--|-----------|
| 1  | Pilihan kata benar, tata bahasa benar, lafal benar               | Very good |
| 2  | Pilihan kata kurang tepat, tata bahasa benar, lafal benar        | Good      |
| 3  | Pilihan kata kurang tepat, tata bahasa kurang tepat, lafal benar | Fair      |
| 4  | Pilihan kata salah, tata bahasa salah, lafal kurang tepat        | Poor      |
| 5  | Pilihan kata salah, tata bahasa salah, lafal salah               | Very Poor |

Wonosari, 4 November 2010

Guru Mata Pelajaran

Ani'mah Fajriana  
05202244190

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

- Nama sekolah** : SD Muhammadiyah Siraman
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : V/I
- Standar Kompetensi** : Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah
- Kompetensi Dasar** : Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah
- Jenis teks** : *Functional*
- Aspek/skill** : Mendengarkan
- Alokasi waktu** : 2 x 35menit
- Indikator** : - Siswa dapat memahami isi teks bacaan.  
- Siswa dapat merespon instruksi secara berpasangan tentang teks bacaan.  
- Siswa dapat merespon instruksi sangat sederhana secara berkelompok tentang topic *fruits and vegetables*.
- Tujuan Pembelajaran** : Pada akhir pelajaran siswa dapat merespon instruksi sangat sederhana secara tepat dan berterima dalam konteks kehidupan sehari-hari.

**A. Materi Pembelajaran**

Dilampirkan.

**B. Metode Pembelajaran** : PPP (Presentation, Practice, Production)

**C. Langkah-langkah kegiatan:**

- a. Kegiatan Pendahuluan
  - i. *Greeting* dan doa pembuka
  - ii. Mengecek kehadiran siswa
- b. Kegiatan inti
  - i. Presentation:
    1. Guru melakukan tanya jawab yang berkaitan dengan materi untuk memotivasi siswa.

2. Guru menunjukkan beberapa gambar buah dan sayuran, contoh pertanyaan “what is it?”(sambil menunjuk gambar)
  3. Guru menjelaskan beberapa jenis buah dan sayuran.
- ii. Practice:
- Guru menyebutkan jenis-jenis buah dan sayuran kemudian siswa disuruh untuk menirukan sampai benar-benar hafal.
- iii. Production
1. Guru menyuruh siswa untuk membagi dalam dua kelompok.
  - Siswa bermain game *Whisper Race Game*.
- The rule of the game:
- Siswa bekerja dalam kelompok. Siswa berkelompok dalam barisan memanjang. Guru membisikkan kata berupa fruits and vegetables pada siswa yang paling belakang. Jika guru call “Go” lalu siswa yang sudah dibisikki tadi langsung membisikkan pada siswa yang ada didepannya secara berlanjut. Siswa yang ada didepan kemudian mencari gambar yang sudah dibisikkan tadi dan menempelkan di papan flannel. Kelompok yang pertama itulah yang juara.
- c. Kegiatan penutup
- i. Menanyakan siswa apa yang telah mereka pelajari.
  - ii. Menyimpulkan materi pembelajaran dan meminta siswa mempraktekkan diluar kelas.

**D. Media :**

*Flashcards*

*Flannel board*

*Chairs*

**E. Penilaian**

1. Teknik: merespon ungkapan/pertanyaan lisan
2. Bentuk: pertanyaan lisan
3. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai  | Skor      |
|----|---|-----------|
| 1  | Pilihan kata benar, tata bahasa benar, lafal benar                  | Very good |
| 2  | Pilihan kata kurang tepat, tata bahasa benar, lafal benar           | Good      |
| 3  | Pilihan kata kurang tepat, tata bahasa kurang tepat,<br>lafal benar | Fair      |
| 4  | Pilihan kata salah, tata bahasa salah, lafal kurang tepat           | Poor      |
| 5  | Pilihan kata salah, tata bahasa salah, lafal salah                  | Very Poor |

Wonosari, 11 November 2010  
Guru Mata Pelajaran

Ani'mah Fajriana  
05202244190

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

- Nama sekolah** : SD Muhammadiyah Siraman
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : V/I
- Standar Kompetensi** : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.  
Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.
- Kompetensi Dasar** : Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.  
Mengeja kalimat sangat sederhana secara tepat dan berterima.
- Jenis teks** : *Functional*
- Aspek/skill** : Menulis dan Membaca
- Alokasi waktu** : 2 x 35menit
- Indikator** : - Siswa dapat merespon makna teks bacaan.  
- Siswa dapat memahami tentang benda-benda yang ada di dapur..
- Tujuan Pembelajaran** : Pada akhir pelajaran siswa dapat memahami jenis-jenis benda yang ada di dapur secara tepat dan berterima dalam konteks kehidupan sehari-hari.

**F. Materi Pembelajaran**

Dilampirkan.

**G. Metode Pembelajaran : PPP** (Presentation, Practice, Production)

**H. Langkah-langkah kegiatan:**

- a. Kegiatan Pendahuluan
  - i. *Greeting* dan doa pembuka
  - ii. Mengecek kehadiran siswa
- b. Kegiatan inti
  - i. Presentation:
    1. Guru melakukan Tanya jawab yang berkaitan dengan materi untuk memotivasi siswa.



2. Guru mengulang kembali tentang materi yang sudah dipelajari yaitu things in the kitchen
- ii. Practice:
    - Guru memberikan teks bergambar.
    - Guru menyuruh siswa untuk membaca teks deskriptif bergambar tersebut.
    - Guru menjelaskan tentang teks bacaan.
    - Guru menjelaskan kembali tentang jenis-jenis benda yang ada didapur.
  - iii. Production
    1. Guru membagikan soal yang berkaitan dengan materi.
      - Guru menyuruh siswa untuk mengerjakan soal tersebut.
      - Soal berbentuk Crosswords Puzzle bergambar.
      - Guru meminta siswa untuk menukar pekerjaan masing-masing dan membahas jawaban bersama-sama.
      - Guru mengumpulkan tugas siswa untuk dinilai.
  - c. Kegiatan penutup
    - i. Menanyakan siswa apa yang telah mereka pelajari.
    - ii. Menyimpulkan materi pembelajaran.

**I. Media :** teks bergambar  
worksheet

**J. Penilaian**

4. Teknik: mengerjakan soal.
5. Bentuk: pertanyaan tertulis.

6. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai                  | Skor |
|----|-------------------------------------|------|
| 1  | Setiap jawaban benar                | 1    |
| 2  | Setiap jawaban salah/ tidak dijawab | 0    |

Wonosari, 18 November 2010  
Guru Mata Pelajaran

Ani'mah Fajriana  
05202244190

**RPP**  
**(RENCANA PELAKSANAAN PEMBELAJARAN)**

- Nama sekolah** : SD Muhammadiyah Siraman
- Mata Pelajaran** : Bahasa Inggris
- Kelas/Semester** : V/I
- Standar Kompetensi** : Memahami tulisan bahasa Inggris dan teks deskriptif bergambar sangat sederhana dalam konteks sekolah.  
Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah.
- Kompetensi Dasar** : Memahami kalimat, pesan tertulis dan teks deskriptif bergambar sangat sederhana secara tepat dan berterima.  
Mengeja kalimat sangat sederhana secara tepat dan berterima.
- Jenis teks** : *Functional*
- Aspek/skill** : Menulis dan Membaca
- Alokasi waktu** : 2 x 35menit
- Indikator** : - Siswa dapat memahami kalimat undangan atau pesan singkat.  
- Siswa dapat merespon kalimat undangan atau pesan singkat.
- Tujuan Pembelajaran** : Pada akhir pelajaran siswa dapat memahami dan merespon undangan atau pesan singkat secara tepat dan berterima dalam konteks kehidupan sehari-hari.

**K. Materi Pembelajaran**

Dilampirkan.

**L. Metode Pembelajaran : PPP** (Presentation, Practice, Production)

**M. Langkah-langkah kegiatan:**

- a. Kegiatan Pendahuluan
  - i. *Greeting* dan doa pembuka
  - ii. Mengecek kehadiran siswa
- b. Kegiatan inti
  - i. Presentation:
    1. Guru melakukan Tanya jawab yang berkaitan dengan materi untuk memotivasi siswa.

2. Guru memberikan penjelasan tentang materi yang akan dipelajari.
- ii. Practice:
- Guru memberikan teks bacaan yang berupa pesan singkat.
  - Guru menyuruh siswa untuk membaca teks yang berupa pesan singkat.
  - Guru menjelaskan tentang teks bacaan.

iii. Production

1. Guru meminta siswa untuk membagi dalam lima kelompok.
- Siswa bermain game *Ransom Note Game*.

The rule of the game:

Siswa bekerja dalam kelompok. Guru memberikan ransom note, gunting, lem dan koran bekas untuk masing-masing kelompok. Kemudian huruf-huruf yang kosong diisi dengan memotong huruf-huruf yang ada di koran. Yang cepat menyelesaikan itulah kelompok yang juara.

c. Kegiatan penutup

- i. Menanyakan siswa apa yang telah mereka pelajari.
- ii. Menyimpulkan materi pembelajaran.

**N. Media :**

Ransom note

Lem

Gunting

Koran bekas

**O. Penilaian**

7. Teknik: mengerjakan soal.
8. Bentuk: pertanyaan tertulis.
9. Pedoman penilaian: Penilaian nonformal

| No | Aspek yang dinilai                  | Skor |
|----|-------------------------------------|------|
| 1  | Setiap jawaban benar                | 1    |
| 2  | Setiap jawaban salah/ tidak dijawab | 0    |

Wonosari, 25 November 2010  
Guru Mata Pelajaran

Ani'mah Fajriana  
05202244190

## **APPENDIX A.Fieldnotes**

### **FIELDNOTES**

#### **I**

**9 Agustus 2010**

#### **Observasi Kelas**

1. Peneliti adalah guru Bahasa Inggris di SD Muhammadiyah Siraman, Wonosari, Gunungkidul.
2. Peneliti mengajar Bahasa Inggris dari kelas I-VI.
3. Peneliti melakukan penelitian di kelas V.  
Refleksi: sejak dulu Peneliti ingin melakukan penelitian ini.
4. Kelas V terdiri dari 25 orang siswa, 11 perempuan dan 14 laki-laki.
5. Ruang kelas V dihiasi beberapa gambar pahlawan dan data dinding. Selain itu terdapat almari untuk menyimpan buku dan perlengkapan lainnya.
6. Ruangan diengkapi 1 papan tulis, 1 meja dan kursi guru serta meja dan kursi untuk siswa.
7. Ruang kelas V tidak terlalu panas dan ventilasinya sangat baik.

#### **II**

**10 Agustus 2010**

## **Interview 1**

### **Koresponden: Kepala Sekolah**

8. Peneliti sudah membicarakan secara informal maksud Peneliti untuk melakukan penelitian dikelas V jauh-jauh hari pada Bapak Kepala Sekolah.
9. Bapak Kepala Sekolah mengijinkan Peneliti melakukan penelitian karena penelitian ini juga bermanfaat bagi siswa dan guru nantinya.
10. Peneliti mulai melakukan pencatatan apa saja yang berhubungan dengan pemberian pelajaran Bahasa Inggris.

R: Pencatatan ini digunakan sebagai awal dari proses penelitian ini. Karena itu Peneliti membuka mata lebar-lebar dalam mencatat masalah di lapangan dan yang selama ini dirasakan Peneliti dan juga siswa dalam proses belajar mengajar Bahasa Inggris.

11. Peneliti melakukan pencatatan kelas untuk pra-penelitian sekitar dua kali pertemuan.

## **III**

**10 Agustus 2010**

## **Interview ke 2**

### **Koresponden: Guru Kelas V**

12. Peneliti kemudian melakukan interview dengan guru kelas V.
13. Kemudian Peneliti membicarakan secara informal juga maksud Peneliti melakukan penelitian di kelas V.
14. Guru kelas V memberikan ijin kepada Peneliti untuk melakukan penelitian, karena dirasa penelitian ini bermanfaat untuk siswa dan guru nantinya.

#### **IV**

**11 Agustus 2010**

**Interview ke 3**

**Koresponden: Guru Kelas V**

15. Peneliti kembali menemui kembali guru kelas V.
16. Peneliti menanyakan kepada guru kelas V mengenai kendala-kendala yang timbul ketika mengajar dan menghadapi anak-anak kelas V.
17. Guru kelas V menjelaskan dengan sabar dan menjawab satu-persatu pertanyaan yang ditanyakan Peneliti.
18. Kemudian Peneliti juga meminta waktu untuk melakukan observasi kelas untuk pra-penelitian.

#### **V**

**7 Oktober 2010**



## **Observasi Kelas**

19. Hari ini Peneliti mengajar dengan topik Personal Pronouns.
20. Materi ini memang mudah tapi agak sulit dalam mentransfer siswa melalui kegiatan yang menarik.
21. Karena kegiatan tak mengena jadi materi tidak begitu bisa dipahami siswa.
22. Guru menulis di papan tulis dan siswa kelihatan bingung.
23. Guru menerangkan materi dengan rinci dan jelas.
24. Banyak siswa yang bertanya, karena belum jelas dengan materi tersebut.
25. Guru dengan sabar memberi penjelasan.
26. Akhirnya siswa memahami setelah diberi penjelasan.
27. Kemudian Peneliti memberikan soal di papan tulis tentang materi Personal Pronouns.
28. Ketika siswa mengerjakan soal, banyak yang ramai sendiri.
29. Peneliti memberikan peringatan kepada siswa yang ramai untuk mengerjakan soal-soal itu dengan maju kedepan satu persatu.
30. Setelah itu dicocokkan bersama-sama.
31. Kesalahan yang dilakukan siswa tidak begitu banyak.

## **7 Oktober 2010**

### **Interview ke 4**

#### **Koresponden: Anak-anak siswa kelas V (Sela, Safika, Amelia)**

- 32. Peneliti meminta kesediaan beberapa anak untuk interview.
- 33. Mereka sangat senang.
- 34. Anak-anak menjawab semua pertanyaan dengan antusias dan terus terang.

## **VII**

## **14 Oktober 2010**

### **Observasi Kelas**

- 35. Kelas tenang ketika Peneliti masuk.
- 36. Siswa menjawab salam dan berdoa.
- 37. Hari ini materinya mengenai has and have.
- 38. Peneliti menerangkan materi tersebut dengan menyuruh beberapa anak maju kedepan sebagai contoh.
- 39. Siswa kelihatan agak sedikit bingung, terlihat dari pandangan matanya.
- 40. Peneliti memberi kesempatan bagi siswa untuk bertanya bila ada kesulitan.  
  
R: Mungkin anak-anak bingung apa yang harus ditanyakan.
- 41. Peneliti mengulangi penjelasan dan memberikan beberapa contoh lagi.
- 42. Anak-anak menjadi lebih paham, terlihat dari osrot matanya.

- 43. Kegiatannya mungkin agak membosankan beberapa contoh lagi.
- 44. Anak-anak menjadi lebih paham, terlihat dari osrot matanya.
- 45. Kegiatannya mungkin agak membosankan bagi mereka jadi materi kurang bisa masuk dengan cepat.

R: Hal ini menjadi tugas Peneliti untuk lebih sensitif dalam memilih kegiatan bagi anak karena mengajar anak Bahasa Inggris memang harus lebih kreatif dalam menciptakan kegiatan yang menarik dan tepat bagi mereka.

- 46. Siswa yang antusias dalam kelas hanya itu-itulah saja.
- 47. Ada beberapa anak yang membuat ribut dan mengganggu.
- 48. Peneliti kurang begitu tegas dalam mengatasi anak yang ribut dan mengganggu dikelas.

R: Ketegasan seorang guru memang diperlukan dalam menjaga stabilitas kelas. Kemampuan guru untuk mengelola kelas sangat penting dalam proses belajar mengajar Bahasa Inggris.

- 49. Peneliti memberikan worksheet pada tiap anak dan disuruh mengerjakan.
- 50. Aktivitas berikutnya Peneliti mengecek hasil isian anak dengan tanya jawab.
- 51. Peneliti kurang memperhatikan siswa yang lain ketika Peneliti mengecek hasil kerja anak.

R: Pembagian perhatian dari guru diperlukan untuk menjaga suasana kelas agar tetap tertib dan mendukung proses pembelajaran.

## **VIII**

**14 Oktober 2010**

### **Interview ke 5**

**Koresponden: Anak-anak kelas V (Ari, Gerent, Adi)**

52. Peneliti menanyakan beberapa pertanyaan kepada anak-anak kelas V tentang pelajaran yang habis diajarkan.
53. Anak-anak menjawab semua pertanyaan yang ditanyakan Peneliti.
54. Pelajarnya tentang has dan have.
55. Siswa awalnya bingung dengan materi itu, tetapi setelah diberi contoh beberapa kali akhirnya siswa menjadi paham.
56. Kemudian ketika Peneliti membagikan soal untuk dikerjakan, beberapa siswa terlihat bingung, kemudian Peneliti menjelaskan lagi dengan beberapa contoh.

## **IX**

**15 Oktober 2010**

57. Peneliti mulai mendata masalah yang ditangkap ketika Peneliti melakukan pra-penelitian.
58. Dari hasil observasi, tanya jawab dengan guru kelas V dan juga kelas V, akhirnya Peneliti mempunyai daftar beberapa masalah yang ada.

## **X**

**16 Oktober 2010**

### **Interview ke 6**

#### **Koresponden: Kepala Sekolah**

59. Peneliti kembali menemui Kepala Sekolah.
60. Peneliti menjabat tangan Beliau.
61. Peneliti mulai membicarakan maksud dan tujuan Peneliti dalam rangka menindaklanjuti usulan penelitian yang lalu.
62. Kepala Sekolah langsung mengiyakan.
63. Peneliti belum memberikan surat ijin penelitian dan hal ini tidak masalah bagi Kepala Sekolah.
64. Peneliti menjelaskan jenis penelitian yang akan dilakukan Peneliti.  
R: Penelitian Acton Research yang akan dilakukan Peneliti.
65. Kepala Sekolah mengangguk-angguk tanda setuju.
66. Peneliti mengatakn bahwa pada tahap ini Peneliti hanya ingin berdiskusi mengenai masalah-masalah yang dihadapi Peneliti dimana akan menjadi topik penelitian ini.

## **XI**

**18 Oktober 2010**

**Inteview ke 7**

**Koresponden: Kepala Sekolah**

67. Peneliti datang kesekolah pukul 07.30.

68. Peneliti ketemu dengan salah seorang guru dan menanyakan keperluan Peneliti.

69. Peneliti disuruh masuk keruang Kepala Sekolah. Kemudian Kepala Sekolah mempersilahkan dengan ramah.

R: Kepala Sekolah memang baik dan ramah orangnya. Beliau selalu mendukung gerak Peneliti.

70. Peneliti mulai mengutarakan maksud seperti minggu lalu.

71. Peneliti menjelaskan lagi bentuk penelitian Action Research yang akan dilakukan dan prinsip-prinsip penelitian tersebut.

72. Kepala Sekolah mengangguk-angguk dan tanggapannya sangat positif.

R: Kepala Sekolah senang dengan jenis penelitian ini mungkin karena dalam prakteknya tidak hanya mengambil data dan tidak meninggalkan apa-apa, tetapi lebih cenderung melakukan tindakan perubahan terhadap proses pembelajaran Bahasa Inggris sesuai keadaan sekolah.

73. Peneliti menambahkan bahwa Peneliti tidak akan mengganggu kelas karena penelitian ini seperti pemberian pelajaran biasa, jadwal dan waktunya tidak

ada perubahan sama sekali. Kerjasama antar guru, Kepala Sekolah dan juga siswa sangat diperlukan.

74. Kepala sekolah mengangguk-angguk.

75. Kepala Sekolah sangat mendukung dan siap membantu apa saja.

76. Peneliti berterima kasih dan mohon diri.

## **XII**

**21 Oktober 2010**

### **Pertemuan pertama penelitian**

Game: Whisper Race

Topik: Foods and Drinks

77. Hari ini pertama kali Peneliti masuk kelas untuk melakukan penelitian.

78. Kelas tenang dan anak-anak siap untuk mengikuti pelajaran, karena penelitian ini dilakukan seperti pemberian pelajaran seperti biasa jadi anak-anak tidak tahu kalau hari ini dilakukan penelitian.

79. Untuk pertemuan pertama ini Peneliti mengajar mengenai Foods and Drinks.

80. Peneliti memberi beberapa pertanyaan awal sebagai lead-in pada anak-anak.

81. Peneliti menjelaskan macam-macam foods and drinks kepada anak-anak.

82. Kemudian anak-anak hanya tahu kata-kata foods and drinks dalam bahasa indonesia.
83. Peneliti memberi contoh cara membaca macam-macam foods and drinks dan menyuruh anak-anak untuk menirukan.
84. Peneliti memberikan pengulangan beberapa kali agar anak-anak familiar dengan kata-kata tersebut.
85. Setelah itu Peneliti membentuk kelas menjadi 2 kelompok, kelompok pertama 12 anak dan kelompok kedua 13 anak.
86. Peneliti memasang kain flannel di papan tulis dan mengambil gambar-gambar makanan dan minuman yang diletakkan dikursi didepan kedua kelompok tersebut.
87. Anak-anak disuruh baris memanjang kebelakang.
88. Peneliti kemudian menjelaskan aturan permainan.
89. Anak-anak sangat antusias dengan permainan ini.
90. Mereka sangat terlibat dengan kegiatan ini.
91. Peneliti juga memberikan hadiah pada kelompok yang menang.
92. Hadiah ini sangat bermanfaat untuk mereka karena ini menyangkut dengan belajar mereka.
93. Karena ada hadiah juga mereka sangat antusias dalam berlomba dengan kelompok lain.
94. Setelah selesai aktifitas tersebut kemudian Peneliti memberikan beberapa pertanyaan bersangkutan dengan kegiatan tadi.



95. Peneliti menjelaskan manfaat dari permainan tersebut.

96. Kelas ditutup dengan salam.

### **XIII**

**21 Oktober 2010**

**Interview ke 8**

**Koresponden: anak-anak kelas V (Yani, Amanda, Mutia)**

97. Peneliti meminta beberapa anak untuk diinterview.

98. Mereka bersedia dan sangat senang.

99. Mereka menjawab dengan antusias.

R: hal ini sangat membantu Peneliti dalam memahami keadaan mereka selama ini.

### **XIV**

**21 Oktober 2010**

**Interview ke 9**

**Koresponden: guru kelas V**

100. Peneliti berkonsultasi dengan guru kelas V.

101. Peneliti menanyakan tentang kehiatan yang dilakukan tadi.

102. Guru kelas V memberikan pengarahan dan penjelasan kepada Peneliti.

R: Bu Jum (wali kelas V) memang sangat baik dan ramah.

## **XV**

**28 Oktober 2010**

### **Pertemuan kedua penelitian**

Game: Crossword Puzzle

Topik: Foods and Drinks

103. Hari ini adalah hari kedua Peneliti mengajar untuk penelitian.

104. Topiknya masih sama tentang foods and drinks.

105. Peneliti memberikan salam dan dijawab dengan semangat oleh anak-anak.

106. Sebelum peneliti memberikan pelajaran, Peneliti memberikan beberapa peringatan dan penjelasan adanya peraturan bagi yang ramai di kelas ketika pelajaran berlangsung.

R: beberapa anak menjadi agak tegang setelah mendengar beberapa peraturan, tapi semua ini memang untuk mereka.

107. Peneliti menanyakan tentang pengulangan materi minggu lalu.

108. Anak-anak masih ingat ketika ditanya lagi mengenai jenis-jenis makanan dan minuman.

109. Peneliti juga menunjukkan lagi gambar-gambar makanan dan minuman kepada anak-anak.
- R: anak-anak masih bersemangat dalam memperhatikan gambar-gambar tersebut.
110. Peneliti memberikan beberapa penjelasan tentang makanan dan minuman dalam bahasa inggris.
111. Kemudian Peneliti menyuruh maju satu persatu untuk menjawab gambar yang ditunjukkan Peneliti.
112. Ada beberapa siswa yang lupa untuk mengucapkannya.
113. Lalu dibantu Peneliti untuk menyebutkan kata dalam bahasa inggris.
- R: kegiatan ini untuk mengecek kemampuan siswa apakah mereka lupa atau tidak.
114. Setelah itu Peneliti melakukan pengulangan lagi tentang makanan dan minuman.
115. Anak-anak sangat antusias dalam menirukan.
116. Peneliti memberikan sanksi bagi anak yang ramai ketika pelajaran berlangsung.
117. Setelah beberapa kali pengulangan Peneliti memberikan worksheet pada setiap anak.
118. Worksheet ini bersifat individu.
119. Peneliti kemudian menyuruh anak-anak untuk mengerjakan tugas tersebut.

120. Peneliti kemudian mencocokkan pekerjaan bersama-sama.

R: peneliti merasa senang karena anak-anak sebagian besar mengerjakan tugas tersebut dengan benar. Hanya ada beberapa sedikit kesalahan.

121. Peneliti memberikan pembetulan bagi anak-anak yang salah dalam penulisan.

## **28 Oktober 2010**

### **Interview ke 10**

#### **Koresponden: Gilang, Diki, Aldi**

122. Peneliti meminta kesediaan beberapa anak untuk diinterview lagi.

123. Mereka sangat senang pelajaran tadi, seperti mengisi TTS.

124. Mereka juga sangat antusias dalam mengikuti pelajaran bahasa inggris.

R: ini sangat memacu semangat Peneliti untuk membuat game atau permainan yang lebih menarik lagi.

## **28 Oktober 2010**

### **Interview ke 11**

### **Koresponden: Kepala Sekolah**

125. Peneliti menindaklanjuti lagi tentang perkembangan penelitian kepada Kepala Sekolah.
126. Peneliti juga menanyakan tentang media yang sangat minim dalam mengajar bahasa inggris.
127. Kepala Sekolah menjelaskan bahwa jika ada dana untuk mengembangkan media ini akan dipakai untuk pelajaran bahasa inggris juga.
128. Peneliti meminta ijin untuk menempel gambar-gambar ditembok kelas.
129. Kepala Sekolah mengijinkan jika ini bisa menunjang kelancaran proses pembelajaran.
130. Kemudian Peneliti berterima kasih dan mohon diri.

**4 November 2010**

### **Pertemuan ketiga penelitian**

Game: Snakes and Ladders

131. Peneliti masuk kelas, megucap salam dan dijawab.
132. Sebelum memulai pelajaran, Peneliti memberikan beberapa pertanyaan yang menyangkut dengan permainan berikutnya.
133. Peneliti mempersiapkan papan ular tangga beserta kelengkapannya.

134. Peneliti menjelaskan aturan main dalam permainan ini.
135. Ternyata anak-anak sudah lupa dalam pengucapan bahasa inggris tentang memahami kalimat tanya, suruhan dan juga kalimat biasa.
136. Peneliti menjelaskan lagi kalimat yang ada dalam papan ular tangga tersebut.
137. Kemudian Peneliti membagi kelas menjadi lima kelompok, masing-masing kelompok beranggotakan lima orang.
138. Peneliti memberikan papan ular tangga dan kelengkapannya untuk masing-masing kelompok.
139. Anak-anak sangat senang sekali dengan permainan ini.
140. Peneliti harus berkeliling dikelas untuk memastikan apakah anak-anak berbicara dengan benar.
141. Peneliti juga melakukan pembenaran jika ada siswa yang salah dalam pengucapan.
142. Setelah selesai, papan ular tangga dikembalikan lagi.
143. Kemudian Peneliti memberikan beberapa pertanyaan tentang kegiatan tadi.
144. Anak-anak menjawab dengan semangat.
145. Kemudian Peneliti menutup pelajaran dengan salam.

**4 November 2010**

**Inteview ke 12**

**Koresponden: anak-anak kelas V (Eri, Fajar, Novik, Asrofi, Andi)**

- 146. Peneliti meminta kesediaan beberapa anak untuk melakukan interview.
- 147. Mereka sangat senang sekali.
- 148. Mereka menjawab pertanyaan yang diberikan Peneliti.

R: ini sangat membantu Peneliti, karena Peneliti menemukan kendala apa saja yang dihadapi anak-anak ketika di dalam kelas.

**4 November 2010**

**Interview ke 13**

**Koresponden: Guru kelas V**

- 149. Peneliti kembali menemui guru kelas V.
- 150. Peneliti membicarakan tentang kegiatan yang dilakukan tadi.
- 151. Bu Jum (guru kelas V) sangat tertarik dengan game yang diberikan untuk anak-anak tadi.
- 152. Idenya sangat kreatif.
- 153. Peneliti juga menanyakan tentang keterlibatan siswa dalam permainan tadi.
- 154. Bu Jum juga menambahkan bahwa kegiatan tadi membuat keterlibatan anak-anak menjadi sangat meningkat karena mereka menyukai permainan tadi

**11 November 2010**

**Pertemuan keempat penelitian**

Game: Crossword puzzle

Topik: things in the kitchen

155. Peneliti masuk kelas dan anak-anak sudah siap untuk belajar bahasa inggris.
156. Pelajaran dimulai dengan salam dan berdoa.
157. Peneliti akan mengajar tentang things in the kitchen.
158. Peneliti mengawali pemberian materi dengan menyuruh mereka untuk menyebutkan benda-benda yang ada di dapur.
159. Mereka menjawab dengan bahasa indonesia.
160. Karena ini baru pertama kali, jadi mereka belum mengerti bahasa inggris dari benda-benda yang ada di dapur.
161. Peneliti memahami keadaan tersebut.
162. Kemudian Peneliti mengenalkan mereka bahasa inggris dari benda-benda yang ada di dapur.
163. Kemudian mereka mencatatnya.
164. Peneliti menyebutkan kata-kata tersebut dan menyuruh anak-anak untuk menirukan.



165. Anak-anak sangat antusias dalam menirukan kata-kata tersebut.
166. Setelah itu Peneliti memberikan worksheet yang berhubungan dengan materi tersebut.
167. Worksheet ini hampir sama dengan kegiatan sebelumnya, hanya saja ini berbeda topiknya.
168. Kegiatan ini bersifat individu, jadi mereka harus mengerjakan ini sendiri-sendiri.
169. Peneliti memberikan penjelasan bahwa dilarang membuka buku catatan.
- R: ini dikarenakan untuk mengecek cara penulisan mereka.
170. Sesudah itu, berhubung waktunya sudah habis pekerjaan itu dikumpulkan.
171. Pelajara ditutup dengan berdoa.

### **11 November 2010**

### **Interview ke 14**

### **Koresponden: anak-anak kelas V (Putri, Tya, Nuri, Ayu, Windi)**

172. Peneliti kembali meminta kesediaan anak-anak untuk diwawancara tentang kegiatan tadi.
173. Mereka bersedia dengan senang hati.
174. Beberapa anak menjawab pertanyaan dengan malu-malu.

R: anak-anak ini tergolong pendiam dan malu-malu, tapi sejauh ini jawaban mereka sangat membantu.

**18 November 2010**

**Pertemuan kelima penelitian**

Game: Whisper race

Topik: Fruits and Vegetables

175. Peneliti masuk kelas dan anak-anak siap untuk belajar hari ini.
176. Peneliti mengucapkan salam dan menyuruh anak-anak untuk berdoa.
177. Anak-anak menjawab salam dengan antusias.
178. Pertama Peneliti memulai materi dengan memberi beberapa pertanyaan yang berhubungan dengan materi tersebut.
179. Peneliti bertanya buah apa yang disukai dan sayuran apa yang disukai.
180. Mereka menyebutkan nama-nama buah dan sayuran dalam bahasa indonesia.
181. Ada beberapa nama buah dan sayuran yang mereka sebutkan dengan bahasa inggris.
182. Peneliti menjelaskan materi tersebut dengan bahasa inggris.
183. Anak-anak sangat serius dengan penjelasan peneliti.
184. Ada beberapa anak yang ramai di dalam kelas dan ini sangat mengganggu proses belajar mengajar.

185. Peneliti kembali mengingatkan beberapa anak yang ramai untuk serius mengikuti pelajaran.
186. Akhirnya mereka kembali serius mengikuti penjelasan Peneliti.
187. Setelah pemberian materi, Peneliti menyuruh anak-anak untuk membagi dalam dua kelompok, kelompok pertama beranggotakan 12 orang dan kelompok kedua beranggotakan 13 orang.
188. Peneliti memberikan penjelasan bahwa aturan main game ini sama dengan permainan yang pertama kali hanya berbeda topik.
189. Anak-anak sudah memahami aturan main permainan ini.
190. Peneliti tidak lupa bahwa permainan ini juga berhadiah.
191. Anak-anak lebih antusias lagi mengikuti permainan ini.
192. Setelah selesai pelajaran ditutup dengan salam dan berdoa.

### **18 November 2010**

#### **Interview ke 15**

#### **Koresponden: anak-anak kelas V (Gilang, Diki, Aldi, Avian, Robi)**

193. Peneliti menginterview beberapa anak.
194. Mereka sangat antusias dengan pertanyaan peneliti.

R: jawaban mereka sangat membantu oeneliti dalam penelitiannya.

**18 November 2010**

**Inteview ke 16**

**Koresponden: guru kelas V**

195. Peneliti menemui guru kelas V untuk berkonsultasi.
196. Beliau memberi saran dan juga kritik tentang cara mengajar Peneliti.
197. Tapi sejauh ini tidak ada kendala karena Peneliti sudah sedikit-sedikit menguasai anak-anak kelas V.
198. Anak-anak juga sudah terbiasa dengan Peneliti, jadi ini sangat berpengaruh dalam proses penelitian juga belajar mereka di kelas bahasa inggris.
199. Kesimpulannya bahwa anak-anak sangat terlibat dalam permainan-permainan yang diberikan Peneliti.
200. Peneliti berterima kasih dan mohon diri.

**25 November 2010**

### **Pertemuan keenam penelitian**

Game: Ransom Note

201. Peneliti masuk kelas dan anak-anak menjawab salam.
202. Anak-anak sangat siap dengan pelajaran hari ini.
203. Mereka sangat antusias sekali, berharap ada permainan yang lebih menyenangkan hari ini.
204. Sebelum ke permainan, anak-anak diberi beberapa pertanyaan untuk pemanasan menuju materi.
205. Mereka menjawab dengan ragu-ragu, apakah jawaban mereka benar atau tidak.
206. Peneliti memberi tahu agar mereka tidak usah ragu dalam menjawab dan tidak usah takut salah.
207. Kemudian Peneliti mengambil beberapa lembar permainan yang harus dilakukan anak-anak.
208. Peneliti memberikan penjelasan tentang permainan hari ini, dan anak-anak sangat serius dalam mendengarkan penjelasan Peneliti.
209. Setelah mereka paham, Peneliti menyuruh mereka untuk membagi kelas menjadi lima kelompok.
210. Masing-masing kelompok beranggotakan lima anak.
211. Mereka sangat antusias dalam melakukan kegiatan ini.
212. Mereka mencari huruf-huruf yang ada di koran.

213. Tetapi mereka sedikit bingung memahami kalimat yang ada dalam permainan tersebut.
214. Setelah dipikir bersama-sama dengan satu team mereka, akhirnya mereka sedikit paham dengan maksud kalimat tersebut.
215. Kemudian setelah selesai permainan, peneliti menanyakan beberapa pertanyaan yang berhubungan dengan permainan tadi.
216. Mereka menjawab beberapa pertanyaan yang diberikan Peneliti.
217. Pelajaran ditutup dengan salam dan berdoa.

### **25 November 2010**

#### **Interview ke 17**

#### **Koresponden: anak-anak kelas V (Asrofi, Gerent, Ivan, adhi, Andi)**

218. Peneliti kembali menemui anak-anak untuk interview.
219. Mereka sangat senang dengan kegiatan saat itu.
220. Ini menambah pengetahuan mereka tentang memahami kalimat bahasa inggris.
221. Permainan ini sangat unik.
222. Mereka juga menjawab pertanyaan yang diberikan Peneliti dengan antusias.

### **9 Desember 2010**

### **Pertemuan ketujuh penelitian**

Pemasangan gambar-gambar di dinding

223. Peneliti masuk kelas, mengucapkan salam dan menyuruh mereka untuk berdoa.
224. Peneliti akan menjelaskan bahwa pertemuan hari ini adalah kegiatannya melakukan pemasangan gambar-gambar di dinding.
225. Mereka sangat senang sekali dengan kegiatan yang akan dilakukan.
226. Peneliti mengeluarkan gambar-gambar yang akan ditempelkan anak-anak.
227. Peneliti juga memberikan pengarahan kepada anak-anak.
228. Mereka sangat antusias sekali dalam menempelkan gambar-gambar tersebut.
229. Suasana kelas agak sedikit ramai.
230. Peneliti kembali mengingatkan kepada mereka untuk tetap tertib dan tenang.
231. Kegiatan ini sangat bermanfaat untuk mereka.
232. Melatih kerjasama mereka antar teman.
233. Setelah selesai pemasangan gambar-gambar di dinding, Peneliti memberikan beberapa pertanyaan kepada anak-anak tentang kegiatan tadi.
234. Anak-anak menjawab dengan senang hati.
235. Pertemuan ini ditutup dengan salam.

**9 Desember 2010**

**Interview ke 18**

**Koresponden: anak-anak kelas V**

236. Peneliti kembali menginterview anak-anak kelas V tentang kegiatan tadi.
237. Mereka menjawab sangat antusias dengan kegiatan tadi.
238. Ini sangat bermanfaat buat mereka.
239. Mereka menjadi familiar dengan kata-kata yang ada di dalam gambar tersebut.
- R: penjelasan mereka sangat berarti buat Peneliti sendiri.

**9 Desember 2010**

**Interview ke 19**

**Koresponden: guru kelas V**

240. Peneliti melaporkan beberapa perubahan di kelas V kepada guru kelas V.



241. Ibu guru kelas V mendengarkan dengan antusias dan senang.
242. Peneliti menjelaskan bahwa Peneliti banyak mendapat masukan dari penelitian ini.
243. Ibu guru kelas V sangat mendukung dan siap membantu apa saja yang dibutuhkan. Selain itu Beliau juga menambahkan bahwa cara mengajar Peneliti sudah cukup bagus.
- R: Peneliti memperoleh banyak kemudahan dalam penelitian ini karena dukungan Beliau yang sangat besar.

## **9 Desember 2010**

### **Interview ke 20**

#### **Koresponden: Windi dan Safika**

244. Peneliti mengajak beberapa murid untuk berbicara mengenai perubahan di kelas V setelah adanya beberapa tindakan.
245. Murid mengatakan semua fakta yang ada dengan terbuka.
246. Peneliti berterima kasih atas bantuan mereka selama ini.
- R: Peneliti merasa atas bantuan merekalah Peneliti mengetahui keadaan kelas yang sesungguhnya dan apa yang berubah selama ini.

## **APPENDIX B. Interview**

### **INTERVIEW**

#### **Interview 1**

**Tanggal 10 Agustus 2010**

**Dengan Kepala Sekolah**

P: Peneliti

KS: Kepala Sekolah

P : Selamat pagi Pak?

KS : Selamat agi Mbak, bagaimana ada yang bisa saya bantu?

P : Begini Pak, saya akan meminta ijin terlebih dahulu dengan Bapak Kepala Sekolah. Sehubungan dengan tugas akhir saya, saya bermaksud mengadakan penelitian yang akan saya lakukan di kelas V. Bagaimana Pak?

KS : Maaf, itu penelitian tentang apa ya?

P : Begini Pak, saya akan melakukan penelitian tentang bagaimana cara meningkatkan keterlibatan siswa dikelas Bahasa Inggris melalui teknik games atau permainan.

KS : Oh bagus itu Mbak, karena SD itu masih anak-anak jadi ya mengajar dengan teknik permainan sangat cocok sekali dengan karakter anak-anak.

P : Iya Pak, mungkin dengan teknik game ini anak-anak nantinya akan menjadi aktif dikelas dan dengan teknik ini anak-anak akan cepat memahami apa yang diajarkan dalam game tersebut.

KS : Lalu kapan Anda akan melakukan penelitian itu?

P : Awal semester ini Pak kalo boleh langsung saya mulai kalo nggak ya pertengahan semester.

KS : Oh...bisa Mbak, tetapi Anda sebaiknya menemui guru kelas V terlebih dahulu untuk berbincang-bincang tentang penelitian Anda ini.

P : Oh...begitu ya Pak, kalo begitu saya akan menemui guru kelas V terlebih dahulu. Terima kasih ya Pak.

KS : Iya Mbak, sukses ya buat penelitiannya.

P : Iya Pak terima kasih banyak.

## **Interview ke 2**

**Tanggal 10 Agustus 2010**

**Dengan Guru kelas V**

P: Peneliti

GK: Guru kelas V

P : selamat pagi Bu?

GK : selamat pagi Bu Ni'mah. Gimana ada apa Bu?

P : begini Bu, saya mau minta ijin untuk melakukan penelitian di kelas V ini.

GK : penelitian uuntuk apa Bu?

P : ini untuk tugas akhir saya Bu, untuk sampelnya saya ambil di kelas V ini.

GK : penelitiannya tentang apa ya Bu?

P : tentang meningkatkan keterlibatan siswa di kelas Bahasa Inggris melalui teknik game atau petmainan.

GK : sudah minta ijin ke Bapak Kepala Sekolah belum?

P : sudah Bu, dan Beliau memberikan ijin dan meminta saya untuk menemui Ibu dulu.

GK : ya kalo begitu monggo...silahkan saja, kalo saya seneng-seneng saja, apalagi menyangkut pembelajaran.

P : terima kasih banyak ya Bu, mohon bantuannya ya...

GK : oh...pasti Bu sama-sama.

### **Interview ke 3**

**Tanggal 11 Agustus 2010**

**Dengan Guru kelas V**

P : selamat pagi Bu, maaf lho mengganggu lagi.

GK : nggak apa-apa Bu, gimana?

P : Cuma mau ngobrol-ngobrol aja tentang anak-anak kelas V. Kalo Ibu sendiri sebagai guru kelas V ada kendala tidak dalam menyampaikan materi?

GK : ya...sebenarnya banyak juga kendalanya, tetapi saya sebagai guru kelas V berusaha semaksimal mungkin mengatasi masalah-masalah yang timbul di dalam kelas tersebut.

P : kira-kira apa Bu kendalanya?

GK : ya...berhubungan dengan siswa. Kan disini ada bermacam-macam karakter siswa yang berbeda-beda, jadi kita sebagai guru ya harus bisa memahami karakter siswa yang berbeda-beda tersebut. Terus untuk penyampaian materinya kalau hanya dengan teknik yang monoton siswa juga cepat bosan sehingga akhirnya ilmu yang diberikan tidak terserap oeh siswa.

P : kalo untuk media yang digunakan bagaimana Bu?

GK : wah...kalo untuk media, ya sebenarnya sangat minim Bu. Tapi ya mau bagaimana lagi sebagai guru kita harus kreatif dalam mengembangkan media untuk mengajar. Makanya saya juga setuju sekali kalo Bu Ni'mah ini melakukan penelitian ini dengan teknik tersebut.

P : iya Bu, terima kasih untuk waktu yang diberikan. Maaf lho Bu sudah mengganggu waktunya.

GK : ooalah Bu Ni'mah...tidak sama sekali ya, saya malah seneng.

#### **Interview ke 4**

**Tanggal 7 Oktober 2010**

**Dengan anak-anak kelas V**

Setelah selesai pelajaran untuk observasi kelas.

P: peneliti

S: siswa

P : bagaimana pelajaran hari ini?

S : agak susah Miss.

P : lha kan udah dijelasin sama Miss Ni'mah tho?

S : iya juga...

P : udah di kasih contoh juga.

S : iya Miss jadi dong pas abis di kasih contoh.

P : sekarang udah dong berarti?

S : udah lumayan Miss dikit-dikit.

P : tadi bisa nggak ngerjain soalnya?

S : bisa Miss...

P : contek-contekan nggak?

S : ya nggak Miss.

P : tapi seneng nggak pelajaran hari ini?

S : nggak ada permainannya jadi ya agak bosan Miss.

P : kalo ada gamenya seneng ya?

S : seneng banget Miss.

### **Interview ke 5**

**Tanggal 14 Oktober 2010**

**Dengan anak-anak kelas V**

Setelah selesai pelajaran untuk observasi kelas.

P : pelajaran hari ini menyenangkan tidak?

S : bingung Miss tadi.

P : di bagian mana yang bikin bingung?



S : semua Miss

P : lah...kok semua, tapi pas abis dikasih contoh dan penjelasan bagaimana?

S : ya jadi tau Miss tentang pemakaian has dan have.

P : tapi tadi sempet bingung dulu ya?

S : iya Miss...

P : tapi kan tadi saya kasih waktu untuk bertanya lho...

S : iya Miss, tapi bingung mau tanya apa.

P : tapi sekarang udah dong tho?

S : udah Miss dikit-dikit.

P : lho kok Cuma dikit-dikit?

S : ya...siapa tau lupa Miss hehehehe...

P : makanya belajar terus dan selalu diinget-inget.

S : iya Miss

P : pas disuruh mengerjakan soal tadi bisa nggak?

S : bisa Miss tapi ada yang salah

P : makannya belajar terus ya biar bisa.

S : siap Miss...

### **Interview ke 6**

**Tanggal 16 Oktober 2010**

### **Dengan Kepala Sekolah**

P : assalamualaikum Pak (sambil menjabat tangan)

KS : wa'alaikumsalam Mbak, piye Mbak kabare?

P : alhamdlillah baik Pak.

KS : ada apa Mbak?

P : ini Pak, saya akan menindaklanjuti tentang penelitian ini.

KS : oo iya Mbak, nggak apa-apa.

P : tapi saya belum membawa surat ijin penelitian Pak, insyaallah menyusul ya Pak?

KS : oh...nggak masalah Mbak yang penting besok ada surat ijinnya.

P : iya Pak. Dan saya akan memberitahu bahwa penelitian ini berjenis Action Research. Pada tahap ini saya hanya ingin berdiskusi mengenai masalah-masalah yang saya hadapi dimana ini akan menjadi topik penelitian saya ini Pak.

KS : oh...ya Mbak, monggo silahkan.

P : terima kasih banyak ya Pak.

KS : sama-sama Mbak.

### **Interview ke 7**

**Tanggal 18 Oktober 2010**

### **Dengan Kepala Sekolah**

P : selamat pagi Pak.

KS : selamat pagi Mbak, gaimana?

P : maaf Pak mengganggu Bapak lagi.

KS : oh...nggak apa-apa, ayo Mbak silahkan duduk dulu.

P : oh terima kasih Pak, begini Pak kemarin saya sudah menjelaskan tentang bentuk penelitian saya ini. Penelitian tentang meningkatkan keterlibatan siswa dalam kelas Bahasa Inggris melalui metode game atau permainan.

KS : ok Mbak saya sangat senang dengan penelitian Anda ini karena dalam prakteknya tidak hanya mengambil data dan tidak meninggalkan apa-apa, tetapi lebih

cenderung melakukan tindakan perubahan terhadap proses pembelajaran. Bagus sekali ini Mbak.

P : iya Pak, dan saya juga tidak akan mengganggu kelas, karena penelitian ini dilakukan seperti memberi pelajaran biasa dan untuk jadwal dan waktunya saya akan mengambil ketika jam pelajaran Bahasa Inggris.

KS : oo ya Mbak nggak masalah.

P : oiya Pak, mohon kerja samanya ya Pak. Karena penelitian ini membutuhkan kerjasama antara guru, kepala sekolah dan juga siswa.

KS : pihak sekolah sangat mendukung dengan penelitian ini dan kami siap membantu sebisa kami.

P : wah...terima kasih banyak ya Pak, saya mohon diri dulu.

KS : oiya Mbak sama-sama.

### **Interview ke 8**

**Tanggal 21 Oktober 2010**

**Dengan siswa**

Interview dilakukan sebelum pelajaran dimulai.

P : kalian suka nggak dengan pelajaran Bahasa Inggris?

S : kadang suka kadang nggak.

P : kalo nggak suka pas apanya?

S : kalo disuruh menghafalkan kata-kata , kalo nggak ya disuruh maju.

P : kalo sukanya pas apa?

S : kalo permainan apa nyanyi gitu.

P : sering ya dikasih game atau nyanyi?

S : ya, kadang-kadang Miss.

P : suka nggak kalo dikasih game atau nyanyi gitu?

S : suka Miss, bikin nggak bosen di kelas.

P : kalo untuk tempat duduk kalian pernah nggak berubah?

S : ya sering Miss

P : kapan?

S : kalo hari senin

P : itu temboknya kok cuma ada gambar pahlawan sama data dinding aja?

S : ya nggak tau Miss.

P : kalo gambar binatang buah atau pohon terus bawahnya dikasih nama dalam bahasa inggris ada nggak?

S : nggak ada Miss

P : oh...ya makasih ya atas waktu kalian

S : sama-sama Miss

### **Interview ke 9**

**Tanggal 21 Oktober 2010**

**Dengan siswa**

Interview setelah pelajaran selesai.

P : gimana kalian suka nggak dengan kegiatan tadi?

S : suka, asyik

P : kenapa kok kalian suka?

S : karena enak

P : enak apanya?

S : ya enak dan cepet dong

P : kenapa kok cepet dong?

S : karena ada permainannya

P : kalo permainan ini dipake lagi minggu depan tapi kalo topiknya beda mau nggak?

S : mau sekali Miss

P : dengan kegiatan tadi kalian merasa terlibat apa nggak?

S : iya Miss dan bisa gerak-gerak, kan tadi ada lomba cepet-cepetan.

P : enak tho?

S : iya Miss yang penting jadi dong

### **Interview ke 10**

**Tanggal 21 Oktober 2010**

**Dengan guru kelas V**

Setelah pelajaran usai

P : bagaiman Bu dengan kegiatan tadi?

GK : ya tentu sja setelah ada media dan game hasilnya jadi meningkat. Tapi gambarnya kurang besar.

P : ya menurut kesimpulan Ibu apakah kegiatan siswa tadi sudah sesuai dengan tujuan untuk meningkatkan keterlibatan siswa?

GK : ya sudah dan anak memang terlibat langsung, kan juga bisa melatih keberanian mereka.

P : berarti untuk tema minggu depan apakah pakai tema yang sama?

GK : masih sama aj temanya. Apakah permainannya beda lagi?

P : iya Bu, nanti akan saya beri soal untuk assessment.

GK : oo...begitu, ya sudah

P : jadi kesimpulannya setelah menggunakan permainan dalam pembelajaran bahasa Inggris bagaimana keterlibatan siswa Bu?

GK : ya jadi meningkat jelas dan lebih menarik siswa dalam belajar

P : jadi bisa dikembangkan dan dimodifikasikan lagi?

GK : iya betul Bu Ni'mah.

P : terima kasih Bu atas waktunya

GK : sama-sama Bu

### **Interview ke 11**



**Tanggal 28 Oktober 2010**

**Dengan siswa**

Setelah pelajaran

P : bagaimana dengan pelajaran hari ini?

S : menyenangkan

P : apa yang menyenangkan?

S : soalnya yang di bikin Miss Ni'mah

P : memangnya kenapa dengan soalnya?

S : ada gambar-gambar foods and drinks

P : asik nggak?

S : asik kayak ngisi TTS

P : lha emang TTS, kalo dalam bahasa inggris namanya Crossword Puzzle

S : oo lha nggak tau kok yo Miss

P : kalo besok dikasih soal kayak gitu lagi mau nggak?

S : mau Miss

P : tapi topiknya beda lho

S : iya Miss mau banget

P : ya sudah ditutup dulu pelajarannya

### **Interview ke 12**

#### **Dengan Guru Kelas V**

P : Bagaimana bu menurut ibu tentang pelajaran hari ini?

GK : Lebih bagus dari minggu kemarin bu. Anak-anak langsung paham harus apa dan langsung mengerjakan

P : Siswa semua terlihat terlibat dalam proses pembelajaran apa tidak ya bu?

GK : Semua terlihat serius mengerjakan kok bu.

P : ada beberapa kekurangan bu?

GK : Saya rasa tidak. Tadi itu juga untuk bahan evaluasi siswa ya bu?

P : Iya bu.

GK : Ya cara yang bagus itu bu. Dan saya lihat siswa juga tidak kesulitan mengerjakannya malah kelihatan senang seperti ini daripada ulangan ya bu.

P : Iya saya pikir juga begitu bu. Tapi menurut ibu crossword puzzle yang ini meningkatkan keterlibatan siswa pada proses pembelajaran gak bu?

GK : Ya jelas meningkat. Karena saya lihat tadi siswa benar-benar serius mengerjakan dan saat mendiskusikan jawaban mereka juga aktif.

P : O gitu. Ya terima kasih ya bu untuk diskusi hari ini.

GK : Ya sama-sama, Bu.

### **Interview ke 13**

**Tanggal 28 Oktober 2010**

#### **Dengan Kepala Sekolah**

P :begini Pak, dulu waktu pertama kali wawancara dengan Bu Jum (wali kelas V) salah satu kendala dalam kegiatan belajar mengajar adalah mengenai media.

KS : terus bagaimana?

P : terus untuk kelancaran belajar apakah jika ada permintaan media, sekolah akan menyediakan?

KS : kalo ada anggaran iya, kalo dulu pernah disediakan media berupa gambar-gambar

P : masih mengenai media, apakah kalau ingin tempel-tempel gambar ditembok kelas harus minta ijin terlebih dahulu dan apakah mengijinkan?

KS : jika hal tersebut untuk menunjang kelancaran proses belajar saya kira itu boleh-boleh saja

P : kalo begitu terima kasih atas waktunya Pak

KS : sama-sama

### **Interview ke 14**

**Tanggal 4 November 2010**

### **Dengan siswa**

Setelah pelajaran

P : kalian suka nggak dengan pelajaran hari ini?

S : senang sekali Miss

P : apa yang bikin kalian senang?

S : gamenya unik

P : kok unik?

S : iya, soalnya main ular tangga tapi sambil belajar Bahasa Inggris

P : tapi ada kesulitan nggak?

S : iya Miss susah mau ngomongnya ada yang nggak dong

P : kok nggak dong? Kan sudah diajarkan semua tho?

S : hehehe...tapi lupa Miss

P : tapi nggak semuanya tho yang nggak dong?

S : nggak Miss Cuma beberapa aja

P : taapi nggak menang nggak apa-apa?

S : nggak apa-apa Miss yang penting seneng bisa main ular tangga

P : oya sudah...makasih ya buat ngobrolnya

S : iya Miss sama-sama

### **Interview ke 15**

**Tanggal 4 November 2010**

**Dengan guru kelas V**

P : bagaimana Bu tentang game hari ini?

GK : wah...bagus sekali gamenya, idenya kreatif.

P : lha saya bingung, sebelum saya membuat game ini untuk belajar ngomongnya dengan orang lain dalam bahasa inggris, akhirnya saya punya ide untuk membuat sendiri game ini.

GK : iya, bagus banget kok Bu

P : tapi kesimpulannya, tentang kegiatan tadi apakah siswa banyak terlibat tidak?

GK : sangat terlibat, anak-anak menyukai kegiatan tadi dan saya rasa dengan media pembelajaran yang Bu Ni'mah buat anak-anak kelas V jadi menyukai bahasa inggris

P : ok Bu, terima kasih ya waktunya

GK : sama-sama Bu Ni'mah

### **Interview ke 15**

**Tanggal 11 November 2010**

**Dengan siswa**

Setelah pelajaran selesai

P : bagaimana pelajaran bahasa inggris hari ini?

S : lumayan Miss

P : lumayan apa?

S : lumayan senang tapi bosan juga

P : bosennya kenapa?

S : nggak ada mainannya

P : kan ngisi TTS lagi tho? Cuma beda topiknya aja

S : iya tapi maksudnya permainan yang unik-unik lagi, nggak pake lari-lari.

P : kalian seneng kalo pake lari-lari?

S : iya Miss

P : lha kalo ngisi Crossword puzzle tadi?

S : ya seneng juga Miss, soalnya ada gambar-gambarnya. Gambarnya sering kita liat sehari-hari Miss

P : susah nggak ngerjainnya?

S : nggak Miss, gampang udah dijelaskan kok tadi

P : makasih ya, besok kita ngobrol-ngobrol lagi

S : siap Miss, sama-sama...

### **Interview ke 16**

### **Dengan Guru Kelas V**

P : Maaf bu, bisa ganggu waktunya sebentar, saya mau tanya-tanya tentang pelajaran tadi bu.

GK :Ya silahkan saja.

P : Menurut ibu pelajaran yang baru saja saya lakukan tadi bagaimana ya bu?

GK : Emh... mungkin baru pertama kali pelajaran pakai crossword puzzle jadi siswa pada tertarik

P : Menurut ibu, tertariknya itu dimana ya bu? Di bagian mananya ya bu?

GK :Ya ..mereka terlihat antusias bu. Biasanya kan mereka cuma ...apa ya? Cenderung pasif. Pas tadi saya lihat mereka aktif kok, tertarik dengan crossword puzzlenya.

P :Kira kira tadi itu mereka tertarik dengan crossword puzzlenya ga ya bu?

GK : iya.

P : O.....nah kalau pelajaranya bu, kira kira sudah cukup atau belum bu? Crossword puzzlenya itu sendiri menurut pandangan ibu berfungsi ga dalam pembelajaran tadi?

GK : O.. kalo menurut saya itu berfungsi bu. Itu bisa sebagai bahan evaluasi siswa. Apakah siswa sudah mengerti atau belum dengan beberapa kata food and drink yang diajarkan.

P : Emh.....jadi pada intinya mereka itu yang jelas terlibat semua ya bu.

GK : Iya.

P : Oya bu, ibu bisa melihat keterlibatannya darimana ya bu?

GK : Dari itu keaktifan mereka menjawab, pada waktu membahas jawaban crossword puzzle tadi mereka langsung angkat tangan seperti itu, mungkin karena tertarik dengan crossword puzzlenya mereka jadi aktif dikelas.



P : O begitu ya bu. Terima kasih bu untuk waktu diskusinya.

GK : Iya sama-sama.

### **Interview ke 16**

**Tanggal 18 November 2010**

**Dengan siswa**

Setelah pelajaran selesai

P : apakah pelajaran hari ini menyenangkan?

S : menyenangkan sekali

P : apanya yang menyenangkan?

S : gamenya, tapi sama kayak yang dulu

P : sama tho? Tapi dong yang mana?

S : iya sama tapi topiknya beda Miss kalo yang dulu foods and drinks trus  
sekarang buah sama sayuran

P : tapi seneng nggak?

S : seneng ada gambarnya lucu-lucu

P : berarti dengan kegiatan tadi itu kalian terlibat tidak?

S : iya terlibat, bisa lari-lari lagi hehehehe...

P : kalian senang kalo bisa gerak-gerak sama lari-lari?

S : iya Miss, soalnya jadi nggak bosan kalo dikelas sama nggak mengantuk juga  
Miss

P : tapi dong tho dengan pelajarannya?

S : iya Miss

### **Interview ke 17**

**18 November 2010**

### **Dengan guru kelas V**

P : gimana Bu untuk kegiatan hari ini?

GK : ini kayaknya sama ya dengan yang topik foods and drinks?

P : iya Whisper race hanya saja topiknya yang beda Bu. Kesimpulannya bagaimana dengan kegiatan hari ini?

GK : bagus kok anak-anak suka dengan kegiatan tadi dan yang jelas mereka semua jadi terlibat, dan juga akan melatih keberanian mereka.

## **Interiew ke 18**

**Tanggal 25 November 2010**

### **Dengan siswa**

Setelah pelajaran selesai

P : bagaimana dengan kegiatan tadi? Apakah kalian suka? Dan apakah menyenangkan?

S : menyenangkan sekali Miss

P : apanya yang menyenangkan?

S : nyari huruf-huruf di koran Miss

P : seneng ya?

S : seneng Miss

P : tapi ada kesulitan nggak?

S : ada Miss

P : bagian yang mana?

S : yang memahami soalnya yang diberikan Miss Ni'mah tadi

P : susah po?

S : iya Miss, tapi unik lho...

P : unik piye?

S : nggak biasa dikasih soal kayak gini pake huruf-huruf dari koran

P : tapi bisa?

S : tadinya susah mau memahami, tapi setelah mikir bareng ma temen-temen trus bisa

P : makasih ya

S : iya Miss sama-sama

### **Interview ke 19**

**Tanggal 9 Desember 2010**

### **Dengan siswa**

Setelah pemasangan gambar-gambar dinding

P : bagaimana, menyenangkan tidak kegiatan tadi?

S : iya Miss seneng banget

P : kenapa senengnya?

S : masang-masang gambar ada tulisan bahasa inggrisnya

P : kira-kira bermanfaat nggak gambar-gambar tersebut?

S : iya Miss, kalo sering liat sama mbaca jadi hafal

P : hafal apa?

S : ya hafal kata-kata yang ada dalam gambar itu

### **Interview ke 20**

**Tanggal 9 Desember 2010**

**Dengan guru kelas V**

P : bagaimana Bu, tentang kegiatan tadi?

GK : bagus Bu, karena sebelumnya tidak ada gambar-gambar yang ditempel di dinding, hanya gambar pahlawan saja

P : kalo gambar yang tadi apakah menunjang dalam kelancaran belajar?

GK : oya tentu Bu, kan agar mereka familiar dengan kata-kata bahasa inggris kalo mereka sering-sering mbaca sama liat didinding

P : kalo dengan aktifitas-aktifitas permainan yang saya pakai untuk mengajar bagaimana?

GK : ya memang harus ditiru sama guru-guru yang lain. Karena bukan cuma pelajaran bahasa inggris yang bisa memakai teknik game atau permainan, pelajaran yang lain juga bisa

P : lalu apakah anak-anak total terlibat di dalam kelas?

GK : iya terlibat Bu, karena pada dasarnya kan kalo anak-anak masih senang main jadi ya kegiatan tersebut sangat menyenangkan bagi mereka

P : jadi menurut Ibu, mengajar saya yang menggunakan teknik game atau permainan dibandingkan mengajar saya yang sebelumnya bagaimana?

GK : ya sangat berbeda, karena mungkin anak-anak merasa bosan kalo diajar dengan teknik yang monoton. Dengan teknik permainan yang Anda buat, anak-anak bisa dong dan membuat anak-anak tidak cepat bosan

P : untuk keterlibatan siswa sendiri bagaimana Bu, apakah jadi meningkat apa tidak?

GK : ya tentu saja Bu, mereka menjadi aktif dan melatih keberanian siswa

## PHOTOGRAPHS OF SNAKES AND LADDERS GAME







## PHOTOGRAPHS OF RANSOM NOTE GAME

